

DOCUMENT RESUME

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IDENTIFIERS Deans Grant Project

ABSTRACT

An overview is presented of the University of Nebraska-Lincoln's (UNL) Dean's Mainstreaming Project. The three-year project at UNL's Teachers College adopted an approach that integrates instruction and practicum experiences with handicapped students into the existing teacher education program. The project's major goal is to ensure consolidation of faculty efforts to adopt education for the handicapped into existing curricular structures. The project report includes information on: (1) program budgeting; (2) educational significance, need, and impact of the project; (3) project accomplishments for 1979-1980 in the areas of curriculum development, definition of competencies, faculty development, evaluation, and instructional materials development; (4) goals and objectives for 1980-1981 in the areas of providing leadership and assistance, faculty development, inservice improvement, instructional materials development, and evaluation; and (5) methods and procedures for attaining these goals. Appendices contain reports on specific accomplishments and projections for future goals. (JD)

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ED204277

EDUCATING THE HANDICAPPED STUDENT IN THE REGULAR CLASSROOM

*An Interdisciplinary Preparation Program
for Teachers and Administrators*



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University of Nebraska—Lincoln

Teachers College

September 1979

SP018085

TITLE SECTION

FEDERAL ASSISTANCE		2. APPLICANT'S APPLICATION	3. NUMBER	3. STATE APPLICATION IDENTIFIER	4. NUMBER
1. TYPE OF ACTION ☐ PREAPPLICATION ☒ APPLICATION (Mark appropriate box) ☐ NOTIFICATION OF INTENT (Opt.) ☐ REPORT OF FEDERAL ACTION		b. DATE Year month day 19	b. DATE Year month day 19	b. DATE Year month day 19	b. DATE Year month day 19
4. LEGAL APPLICANT/RECIPIENT		5. FEDERAL EMPLOYER IDENTIFICATION NO.			
a. Applicant Name : University of Nebraska-Lincoln b. Organization Unit : Teachers College c. Street/P.O. Box : 101 Teachers College d. City : Lincoln e. State : Nebraska f. Contact Person (Name & telephone No.) : Dr. Donna Aksamit (402) 472-3955		470-491-233W 6. PROGRAM (From Federal Catalog) Handicapped Personnel Preparation			
7. TITLE AND DESCRIPTION OF APPLICANT'S PROJECT		8. TYPE OF APPLICANT/RECIPIENT			
REGULAR EDUCATION PRESERVICE (EDUCATING THE HANDICAPPED STUDENT IN THE REGULAR CLASSROOM: AN INTERDISCIPLINARY PREPARATION PROGRAM FOR TEACHERS AND ADMINISTRATORS)		A-State B-Interstate C-Substate D-County E-City F-School District G-Special Purpose District H-Community Action Agency I-Higher Educational Institution J-Indian Tribe K-Other (Specify):			
9. AREA OF PROJECT IMPACT (Names of cities, counties, States, etc.)		10. TYPE OF ASSISTANCE			
State of Nebraska		A-Basic Grant B-Supplemental Grant C-Loan D-Insurance E-Other Enter appropriate letter(s)			
11. ESTIMATED NUMBER OF PERSONS BENEFITING		12. TYPE OF APPLICATION			
2,629		A-New B-Revision C-Continuation D-Augmentation Enter appropriate letter			
13. PROPOSED FUNDING		14. CONGRESSIONAL DISTRICTS OF:			
a. FEDERAL \$ 46,000.00 b. APPLICANT 19,460.80 c. STATE .00 d. LOCAL .00 e. OTHER .00 f. TOTAL \$ 65,460.80		a. APPLICANT Nebraska 1st b. PROJECT 1st c. PROJECT START DATE Year month day 19 80 June 1 d. PROJECT DURATION 12 Months e. ESTIMATED DATE TO BE SUBMITTED TO FEDERAL AGENCY 19 NA			
15. TYPE OF CHANGE (For 13a or 13b)		16. EXISTING FEDERAL IDENTIFICATION NUMBER			
A-Increase Dollars B-Decrease Dollars C-Increase Duration D-Decrease Duration E-Cancellation F-Other (Specify):		G007801542			
17. FEDERAL AGENCY TO RECEIVE REQUEST (Name, City, State, ZIP code)		18. REMARKS ADDED			
U.S. Office of Education, Application Control Center, Washington, D.C. 20202		☐ Yes ☒ No			
19. THE APPLICANT CERTIFIES THAT:		20. SIGNATURE			
a. To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurance if the assistance is approved. (1) NA (2) (3)		b. If required by OMB Circular A-95 this application was submitted, pursuant to instructions therein, to appropriate clearinghouses and all responses are attached: sponsor Responses attached			
21. TYPED NAME AND TITLE		22. DATE SIGNED			
Francis Schmehl Research Administrator		Year month day 19			
23. AGENCY NAME		24. APPLICANT'S RECEIVED			
25. ORGANIZATIONAL UNIT		26. FEDERAL APPLICATION IDENTIFICATION			
27. ADDRESS		28. FEDERAL GRANT IDENTIFICATION			
29. ACTION TAKEN		30. STARTING DATE			
☐ a. AWARDED ☐ b. REJECTED ☐ c. RETURNED FOR AMENDMENT ☐ d. DEFERRED ☐ e. WITHDRAWN		Year month day 19			
31. FUNDING		32. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number)			
a. FEDERAL \$.00 b. APPLICANT .00 c. STATE .00 d. LOCAL .00 e. OTHER .00 f. TOTAL \$.00		Year month day 19			
33. FEDERAL AGENCY A-95 ACTION		34. REMARKS ADDED			
a. In taking above action, any comments received from clearinghouses were considered. If agency response is due under provisions of Part 1, OMB Circular A-95, it has been or is being made.		b. FEDERAL AGENCY A-95 OFFICIAL (Name and telephone no.)			

SECTION IV-REMARKS *(Please reference the proper item number from Sections I, II or III, if applicable)*

ABSTRACT

ABSTRACT

The primary purpose of the University of Nebraska-Lincoln Dean's Mainstreaming Project is to ensure that Teachers College students are acquiring the information, knowledge, and skills which will prepare them to work effectively with handicapped students in the regular classroom environment. The UNL Project is presently in its second three-year funding cycle and has had significant impact upon the total undergraduate teacher education program as all of Teachers College has become involved in integrating curriculum designed to prepare teachers to teach the handicapped.

Evaluation data indicate that the Project's goals, objectives and activities are appropriate and that the Project is performing according to design. Specifically, the Project has identified six major goals and Project staff function in accordance with a number of objectives and activities designed to achieve these goals.

The Dean's Project will continue throughout May 1981 to attempt to achieve the following goals:

1. Adoption of a revised curriculum which is integrated into existing Teachers College courses and which prepares UNL graduates to teach handicapped children in regular classrooms.
2. Preparation of building-level administrators to enable them to assist in the development and implementation of programs for handicapped students.
3. Provision of technical assistance to other colleges in Nebraska as they also respond to the need to prepare regular classroom teachers to work with the handicapped.
4. Provision of assistance to student teacher supervisors, cooperating teachers, and administrators so that student teachers can have appropriate mainstreaming experiences.
5. Procurement, preview, and/or production of appropriate materials/media and dissemination to UNL faculty and other faculties of Nebraska colleges.
6. Provision of a comprehensive system of Project evaluation.

GUIDE TO READERS PROPOSAL EVALUATION QUESTIONS

3. FOR EACH CRITERIA LISTED BELOW, PLEASE NOTE THE EXTENT TO WHICH THE PROPOSAL DOES OR DOES NOT MEET ACCEPTABLE STANDARDS. INCLUDE SPECIFIC EXPLANATORY COMMENTS IN THE SPACE PROVIDED. THESE COMMENTS WILL BE USED IN DISCUSSING THE PROPOSAL WITH THE APPLICANT WITHOUT REFERENCE TO THE SOURCE. ATTACH ADDITIONAL SHEETS, IF NECESSARY. IF THE CRITERIA IS NOT APPROPRIATE WRITE NA IN THE YES COLUMN.

EDUCATIONAL SIGNIFICANCE. DOES THE PROPOSAL SPECIFY:

	CHECK ✓	
	YES	NO
a. The number of handicapped children, by type of handicap and by type of service, who receive service from personnel prepared by the project, and the number still requiring service?		
b. The roles performed by project graduates, and the positions (type, level, location) related to those roles?		
c. The competencies attained by project graduates?		
d. The number of personnel prepared, and the number to be prepared?		
e. Evidence of the contribution of project graduates to meeting the educational needs of handicapped children?		
f. Evidence of project impact on other programs within the institution, community, and State?		

CLASSIFY THE EXTENT TO WHICH THE PROJECT IS IMPACTING ON THE STATED EDUCATIONAL NEEDS OF HANDICAPPED CHILDREN AND COMMENT (check one - list here and in item 1 of the Summary)

☐ POOR ☐ MARGINAL ☐ ADEQUATE ☐ GOOD ☐ EXCELLENT ☐ SUPERIOR

COMMENT

- a. (1) Nebraska Report of Handicapped Students Receiving Special Education Services: Appendix A
- (2) Pages 15-18
- b. Pages 15-18
- c. Information concerning curriculum which is being integrated into existing undergraduate programs, Instructional Unit Outlines to be completed by all faculty, and competency documentation procedures is found in various sections. Of particular significance are the following pages and appendices: pages 25-31 and Appendices B, D, E.
- d. Table 1, page 10
- e. Pages 15-18
- f. (1) Pages 15-18
- (2) Appendix G

PROJECT DESIGN. DOES THE PROPOSAL INDICATE:

CHECK ☒

YES NO

g. Project accomplishments to date?

h. A schedule of anticipated accomplishments, progress or milestones?

i. Changes in project objectives, instructional program resources?

j. Changes in project staff and outside instructional personnel (if applicable)?

k. An explanation for changes in project functioning (if changes are indicated)?

l. The planned or accomplished dissemination of project information, materials, and procedures?

CLASSIFY THE EXTENT TO WHICH THE PROJECT DESIGN IS SPECIFIED AND MODIFIED IN RESPONSE TO PROJECT PERFORMANCE AND COMMENT (check one - list here and in Item 1 of the Summary)

☐ POOR☐ MARGINAL☐ ADEQUATE☐ GOOD☐ EXCELLENT☐ SUPERIOR

COMMENT

g. Pages 19-57

h. Pages 19-57, especially Table 4 on pages 20-23

i. Not applicable

j. Not applicable

k. Not applicable

l. Pages 32-35, 46-49, 55-57, 60-63, and Appendix G

EVALUATION. DOES THE PROPOSAL DESCRIBE THE IMPLEMENTATION OF AN EVALUATION DESIGN, INCLUDING:

CHECK ☒ YES ☐ NO

m. The evaluation methodology and criteria used to judge the success of each project component?

n. A summary of the data collected?

o. Project changes made as a result of the collected data?

p. Employers' evaluations of project graduates' proficiency?

q. Further evaluation plans?

CLASSIFY THE EXTENT TO WHICH THE PROJECT IS IMPLEMENTING AN EVALUATION DESIGN AND COMMENT (check one - list here and in Item 1 of the Summary)

☐ POOR

☐ MARGINAL

☐ ADEQUATE

☐ GOOD

☐ EXCELLENT

☐ SUPERIOR

COMMENT

Since activities began in June of 1979, outcome evaluation data for 1979-80 are not yet available. The following pages reflect evaluation activities other than data selection for 1978-79.

m. Pages 35-53, page 57, and pages 63-64; Appendices H and J

n. Pages 37-39, including Tables 5a and 5b, and Table 7 on pages 41-51

o. Pages 36-39

p. Some data presently being analyzed will be available January 1980

q. Page 57 and pages 63-64

PROJECT SUPPORT. DOES THE PROPOSAL INDICATE, FOR EACH PROJECT COMPONENT:

CHECK ☒
YES NO

r. The amount of fiscal resources the applicant will contribute (do not rate for SEA and LEA applicants)?

s. A plan for increasing project fiscal support over time?

t. Budget projections for future periods?

u. The requested explanation of budget items?

CLASSIFY THE EXTENT TO WHICH PROJECT BUDGET ALLOCATIONS TO PROJECT COMPONENTS AND SUBCOMPONENTS ARE CONSISTENT WITH PROJECT ACTIVITIES AND OBJECTIVES AND COMMENT (check one - list here and in Item 1 of the Summary)

☐ POOR

☐ MARGINAL

☐ ADEQUATE

☐ GOOD

☐ EXCELLENT

☐ SUPERIOR

COMMENT

r. Budget: page 2 and BEH Forms

s. Integrated Mainstream Curriculum will become part of Teachers College which will provide fiscal support. Described on pages 13-14 and 19-31

t. BEH Form, Section C, page 9

u. Budget Section A, pages 3-8

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BUDGET

SECTION A - BUDGET CATEGORIES

OBJECT CLASS CATEGORIES	PROJECT COMPONENT(S)					
	DEGREE PROGRAM(S); NON DEGREE OR CERTIFICATION PROGRAM(S); OTHER COMPONENT(S) (For these project components sequentially list the sub-components by title)					
	1.	2.	3.	4.	5.	6. TOTAL
Personnel	31,750.00 \$	\$	\$	\$	\$	\$ 31,750.00
Fringe Benefits	4,128.00					4,128.00
Travel	2,015.00					2,015.00
Equipment	-0-					-0-
Supplies	500.00					500.00
Contractual	-0-					-0-
Student Financial Assistance	-0-					-0-
Consultants	1,000.00					1,000.00
Other	3,200.00					3,200.00
Total Direct Charges	42,593.00					42,593.00
Indirect Charges (8% maximum)	3,407.00					3,407.00
TOTAL	46,000.00 \$	\$	\$	\$	\$	\$ 46,000.00

SECTION A EXPLANATIONS

See Section A, Budget Information

Section A
Budget Information

	Description in Section	1980-1981	
		Local Funds	Grant Funds
Personnel Salaries			
Project Director, Dean of Teachers College		\$2,000.00*	-0-
Half-time Project Administrator	A.1	-0-	\$10,617.00
Full-time Education Coordinator	A.2	-0-	15,383.00
Half-time Secretarial Assistant	A.3	-0-	2,750.00
Part-time Graduate Assistant	A.4	-0-	3,000.00
Employee Benefits @ 13% of A.1 and A.2 Salaries and Graduate Student Tuition Remission	B.1	260.00*	4,128.00
Travel	C.1	-0-	2,015.00
Supplies	D.1	500.00*	500.00
Consultants	E.1	500.00*	1,000.00
Other			
Advisory Council per diem and Travel	F.1	1,000.00*	200.00
Communications	F.2	500.00*	600.00
Computer and Data Processing	F.3	300.00*	300.00
Printing and Duplicating	F.4	-0-	600.00
Resource Materials	F.5	1,000.00*	1,500.00
Indirect Costs			
Grant Funds @ 8% maximum allowable		-0-	3,407.00
Local Funds @ 49.8% actual indirect cost less 8% Grant Funds		<u>13,400.50</u>	<u>-0-</u>
TOTAL		\$19,460.50	\$46,000.00

*These figures are integral to Project operation but are estimates, and as such, are not intended to be certified as local contribution.

A.1. Project Administrator

The faculty line (A-line) position requested in the budget is to provide supervision for overall operation of the Project with specific duties directed toward implementing goals 1, 2, and 6 of the Project, as listed in Goals and Objectives for 1980-1981. Support is requested for half-time activity for the academic year of 1980-1981. The amount of \$10,617.00 is in line with university guidelines for salaries. The Project Administrator's duties include the following:

- a. Coordinate the curriculum modification activities of the college through appropriate college committees and administrative channels.
- b. Supervise the preparation of Teachers College faculty development activities relating to special needs children.
- c. Provide operational assistance to the Project Director, the Dean of Teachers College.
- d. Provide staff assistance to the Advisory Council and the Project Director.
- e. Coordinate all continuing formative evaluation activities and prepare the final evaluation report on Project activities.
- f. Provide for the ongoing fiscal management of the Project.

A.2. Coordinator of Mainstreaming Integrated Studies Staff Development

The administrative (B-line) position requested in the budget will provide assistance to the Project Administrator for overall operation of the Project with specific duties directed toward goals 3, 4, and 5 of the Project as listed in Goals and Objectives for 1980-1981. All activities will be conducted under the supervision of the Project Administrator. Funds requested are \$16,383.00 for a full-time position

for the third year of Project operation. The Coordinator's duties include the following:

- a. Coordinate the preparation of Teachers College faculty development activities.
- b. Coordinate production of instructional materials on mainstreaming.
- c. Provide for the dissemination of instructional materials, both within the college and outside.
- d. Provide staff assistance to the Project Director, the Dean of Teachers College, and to the Project Administrator.
- e. Provide staff assistance to the Advisory Council.
- f. Manage activities of clerical staff.
- g. Assist in the development of evaluation activities including supervision of ongoing evaluation activity.

A.3. Secretarial Assistant

The volume of paper and telephone communication by Project staff is substantial. Added to this is the preparation of instructional materials and reports. These duties, together with those related to Project management and record-keeping, justify a part-time secretarial position. The amount of \$2,750.00 is requested from federal funds.

A.4. Graduate Assistant

The part-time graduate assistant requested in the budget will provide assistance to the Project Administrator and the Education Coordinator. Three thousand dollars is requested. Duties will include the following:

- a. Ongoing search and review of appropriate consumable and non-consumable materials/media.
- b. Assist university faculty and other college faculties by locating specific materials upon request.
- c. Develop specific annotated bibliographies for subject areas (e.g., human development, mathematics, English).

- d. Gather information for and assist in writing faculty newsletter.
- e. Survey magazines, journals, etc., for relevant research and articles.

B.1. Employee Benefits

Employee benefits are calculated at the rate of 13.00 percent of salaries of the Project personnel, and when tuition remission is included for the graduate student, the total is \$4,128.00.

C.1. Travel

The amount of \$2,015.00 is requested for Project staff travel. The demographic nature of the state, with its isolated centers of population and services, contributes to the need for considerable travel funds. A detailed description of Project staff travel and projected costs are as follows:

- 500.00 Required by BEH for Project Director/Administrator to attend annual BEH meeting.
- 440.00 To provide technical assistance as per Project Goal #3 to the 15 member universities and colleges of the Nebraska Consortium for Special Education. Anticipate six field visitations for Project staff at an average of 270 miles round trip at 16 cents per mile (total \$260.00), plus six nights lodging and meals at university rates (total approximately \$180.00).
- 242.00 Out-state public school visits and faculty field-trip coordination within a 60-mile radius of Lincoln will additionally require Project staff to travel. These trips are primarily incurred to meet with local school staffs and administrations to arrange liaisons with and gather field-based data and information on the "state of the art" of mainstream educational programming throughout the state's public education system. Anticipate ten such trips at 120 miles average round trip at 16 cents per mile (total \$192.00), plus \$50.00 estimated for meals at university rates.

- 225.00 The National Support Systems Project at the University of Minnesota-Minneapolis annually conducts a meeting for Dean's Grant Mainstream Projects. As well, AACTE (American Association of Colleges for Teacher Education) generally conducts an annual national meeting on the topic or on topics related to mainstreaming. These meetings have proven to be of major benefit to the Project. An amount to cover airfare, lodging, and meals for one person is being projected.
- 200.00 Additionally, the Dean's Grants Projects annually hold a midwestern conference in Kansas City that two Project staff persons attend. Two hundred dollars is projected to meet the transportation, meal, and lodging costs.
- 300.00 The amount of \$300.00 is projected to cover the costs of one Project person to attend the 1980-81 state and national Council for Exceptional Children (CEC) conferences. These conferences provide the Project with key communication linkages to state and national resources for information regarding mainstream education research and materials development.
- 108.00 Approximately \$100.00 is expected to be utilized by Project staff to travel to various local agency and community meetings (such as PTA, etc.) to present information about the Dean's Grant at the University of Nebraska-Lincoln and to provide workshop instruction. This amount will cover mileage and meals at the university rates.

D.1. Supplies

The amount of \$500.00 is requested to purchase necessary general office supplies and letterhead.

E.1. Consultants

The request for consultant fees is \$1,000.00. All funds expended for consultants will meet BEH and university guidelines for honorariums (BEH = \$100.00 per day maximum), expenses, lodging, meals, etc. Outside consultants will primarily assist the Project Director, Administrator, and Coordinator in the evaluation of Project goals and programs, and secondarily will provide staff development for Teachers College faculty.

It is anticipated that at approximately half way through the Project year, a third-party evaluator will be utilized to gather data and subjective information regarding the progress the Project has made in its efforts to implement curriculum change in Teachers College. To date, that person has not been named. Costs are expected to be approximately \$300.00 honorarium (2 days direct in-hour evaluation and 1 day write-up time), plus travel and other expenses to a maximum of \$300.00.

Additionally, another \$400.00 is projected for consultants to provide direct faculty training. As with evaluation, persons to provide the consultations have not been determined. Project staff are in the process of surveying Teachers College faculty to develop a list of appropriate candidates. It is anticipated that as faculty training needs are finalized, consultants will be selected from the list, and at least one workshop provided by these outside experts will occur. Consultant funds for this experience are approximately \$400.00.

F.1. Advisory Council

Funds in the amount of \$200.00 are requested for Advisory Council per diem expenses and travel to help make possible active participation by related state and private agency personnel. All but one of the 23-member Advisory Council cover their own costs for meetings. Two hundred dollars is projected for one member to travel the 750 miles round-trip distance to attend Council meetings.

F.2. Communications

Funds for communication expenses will cover phone rental and long distance calls, mailing, and delivery expense. Six hundred dollars is requested.

F.3. Computer

Three hundred dollars is requested for computer and data processing. Funds will be used for maintenance of Project data files and for data processing activities connected with the evaluation of the Project.

F.4. Printing and Duplicating

Much Project activity will involve the dissemination of printed materials on the education of the handicapped child to Teachers College faculty and students. Funds will also be used to print a newsletter that will regularly be mailed to University of Nebraska-Lincoln faculty as well as to Consortium members. The amount of \$600.00 is requested to cover these expenses.

F.5. Resource Materials

Significant costs will be incurred for continuing to obtain and produce necessary inservice and preservice instructional materials on mainstreaming. Also, increased expenses will be associated with the planned development of Educational Administration and student teaching instructional materials such as videotapes, media-based learning modules, slide-tape presentations, and audio-cassette materials. The amount of \$1,500 is requested.

SECTION B - BUDGET SUMMARY

PROJECT COMPONENT(S)	ESTIMATED UNOBLIGATED FUNDS		NEW OR REVISED BUDGET		
	FEDERAL (a)	NON-FEDERAL (b)	FEDERAL (c)	NON-FEDERAL (d)	TOTAL (e)
Degree Program(s)	\$ SEE BELOW	\$ -0-	\$ 46,000.00	\$ 19,460.50	\$ 65,460.50
Non Degree or Certification Program(s)					
Other Component(s)					
TOTAL	\$ -0-	\$	\$ 46,000.00	\$ 19,460.50	\$ 65,460.50

SECTION C - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

	FUTURE FUNDING PERIODS (Years)		
	FIRST (a)	SECOND (b)	TOTAL (c)
PROJECT TOTAL	\$	\$	\$

An estimate of unobligated federal project funds is unavailable at this time. Project staff and university fiscal officers will review expenditures and will submit a final report indicating expenditures and unobligated funds in August of 1980.

NAME OF APPLICANT

70

ENROLLMENT

97

TABLE 2. STAFF PROFILE
(See reverse for Instructions)

NAME OF APPLICANT

University of Nebraska-Lincoln

FACULTY/STAFF POSITION TITLE (a)	HIGHEST DEGREE (b)	ACADEMIC RANK (c)	TEN- URE (✓) (d)	FTE ALLOCATED OVER ALL PROJECT SUB-COMPONENTS (e)											TOTAL (Salary charged to this Grant) (f)
				1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0	TOTAL (FTE)	
Project Director	Ph.D.	Dean		.10										.10	-0-
Project Administrator	Ph.D.	Asst. Professor		.50										.50	\$10,617.00
Coordinator	M.A.	-		1.00										1.00	\$15,383.00
Graduate Assistant	B.A.	-		.35										.35	\$ 3,000.00
Secretarial Asst.	-	-		.50										.50	\$ 2,750.00
Consultants	Ph.D.	-					NOT APPLICABLE								
TOTAL			2.45											2.45	\$31,750.00

TABLE 3. REPORT OF PROJECT GRADUATES FOR ACADEMIC YEAR 1978-79
(See reverse for Instructions)

NAME OF APPLICANT
University of Nebraska-Lincoln

PROJECT SUB-COMPONENTS (a)	NO. OF STUDENTS GRADU- ATED (b)	NO. OF STUDENTS CERTI- FIED (c)	NUMBER OF STUDENTS Employed IN EACH SETTING (d)																TOTAL (Students employed in education) (e)	
			SPECIAL EDUCATION														GENERAL			
			EC	PE	CO	PSE	PSS	RSC	SDS	H/C	CAO	PPR	C/U	STA	01	02	GED	03		
1.0	745	20																745	745	GRANT SUPPORTED
																				OTHER
2.0																				GRANT SUPPORTED
																				OTHER
3.0																				GRANT SUPPORTED
																				OTHER
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10.0																				GRANT SUPPORTED
																				OTHER
01																				GRANT SUPPORTED
02																				OTHER
03																				OTHER
TOTAL																			745	745

OE Form 9047, 5/79

PROGRAM DESCRIPTION

EDUCATING THE HANDICAPPED STUDENT IN THE REGULAR CLASSROOM: AN
INTERDISCIPLINARY PREPARATION PROGRAM FOR TEACHERS AND ADMINISTRATORS

OVERVIEW

The University of Nebraska Preparation Project for the Education of the Handicapped (BEH Dean's Grant Project) has initiated the process of major revision in the curriculum of Teachers College. The primary goal for the remainder of this three-year cycle is the completion and formalization of these changes within an interdisciplinary approach to teacher preparation. Additionally, the Project will focus on activities designed to provide building-level school administrators with knowledge and skills necessary for the development and implementation of services for the handicapped. The Project will also continue to share its experience in processes of institutional change with other Nebraska colleges and universities.

Efforts to develop an integrated undergraduate curriculum relating to the education of the handicapped have evolved within the following framework: (1) that, as quickly as possible, all graduates of the undergraduate teacher training sequence have significant course work and practicum experiences to qualify them to work effectively with resource personnel in the education of handicapped students; (2) that the prospective teachers obtain these experiences within the "mainstream" of their own educational experiences, that is, within their regular general education and professional education sequence; and (3) that such experiences as are obtained by the students be documented on student records.

It had become apparent that establishment of a specific course relating to the education of the handicapped in the regular classroom

was inappropriate on several dimensions. The most critical of these was that a separate course would be philosophically inconsistent with the concept of regular education participation in the education of the handicapped in that it would tend to perpetuate a segregation of regular education and special education functions. In light of this consideration, an approach which would integrate instruction and practicum experiences with handicapped students into the existing program was seen as the best alternative.

In order to ensure the adoption and permanence of change, the critical thrust of the Dean's Grant in the remainder of this year and in the third year of this cycle is to ensure consolidation of faculty efforts to adopt education for handicapped into existing curriculum structures. Education pertaining to the handicapped must be a part of the College's regular program offerings, and must comprise an articulated sequence of experiences, be integrated into a variety of departments, monitored on a consistent basis, and contain a system for documenting experiences in the student's records. In large institutions such as the University of Nebraska-Lincoln, significant curriculum change such as this is typically a slow and deliberate process. Needless to say, this task is a major undertaking for the Dean's Grant Project and for Teachers College. Within the remainder of the Grant period, a formal set of experiences for all undergraduate teacher trainees can become a reality, encompassing and building upon that instruction which is already in place in the College.

EDUCATIONAL SIGNIFICANCE: NEED AND IMPACT

Teachers College continues to endorse the right of each handicapped student to have a free, appropriate education in the least restrictive environment that meets his or her needs. We concur with those who believe that for many, if not most, handicapped children the "least restrictive environment" means the regular classroom. In light of this, we recognize that substantial benefit will accrue to handicapped children as a result of mainstreaming and further contend that the "normal" segment of our society will profit equally.

Teachers College also believes that as increasing numbers of handicapped children find placement in regular classrooms and receive individually prescribed instruction, education will move toward an accepted style which focuses on the unique instructional needs of each individual. Mainstreaming, we believe, is a broad-sweeping and fundamental change in American education.

The challenge of mainstreaming cannot be met solely by the processes of curriculum modification, material development, and administrative budgetary support. We must carefully scrutinize those perceptions and skills which contribute to the educator's abilities to accept and support diversity. In our judgment, the successful implementation of programs for handicapped students must be grounded in educators who support the uniqueness of their students. Successful integration of handicapped learners in the regular classroom also requires communication among educators in direct and supportive roles, requiring that they bring together their various areas of expertise through processes of consultation and coordinated instruction. Teachers College affirms that it must itself model these characteristics in its own faculty and curriculum relating to

the education of the handicapped. The proposed interdisciplinary preparation program is based within these assumptions.

National and State Context

Substantial evidence exists in the literature to support the view that P.L. 94-142 holds public education to be an instrument of society whereby both academic and social skills and values are transmitted to handicapped learners. "Least restrictive environment," for example, is a concept that emerges as education's counterpart to the human rights and deinstitutionalization movements in American society over the past two decades. As a specific example, the Federal Register of December 30, 1976 states regarding P.L. 94-142:

... the act requires states to establish procedures to ensure that to the maximum extent appropriate, handicapped children are educated with children who are not handicapped, and that removal of handicapped children from the regular education environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In the present proposal, Teachers College understands that the federal government, through the "least restrictive environment" and other similar provisions found in P.L. 94-142, wishes to confirm earlier rulings of its judicial branch that schools must consider their purposes in education to go beyond academic training and to include the development of social adaptation and adjustment skills. We would advance, then, that what P.L. 94-142 does is to cause the regular classroom to become a major arena in which two formerly separated segments of society (i.e., "handicapped" and "normal") are brought together for social as well as for strictly educational reasons.

P.L. 94-142 has called for procedures to be adopted by schools which place the handicapped child in the regular classroom. A general feeling is that because initial national, state, and local efforts have concentrated on budgetary and regulatory intricacies in the implementation of P.L. 94-142, compliance is a current focus of attention for many educators. If true, this suggests a major concern that the mechanisms for developing successful academic and socialization skills may be left to evolve for the most part without specific guidance or direction.

A major challenge, therefore, for institutions of higher education involved in the preparation of teachers and school administrators is to ensure the ability of their graduates to devise and support environments for learning in which handicapped students can experience success. The increasing numbers of handicapped children placed in the regular classroom and receiving individually prescribed instruction will require an educational community sensitive to both the academic and social needs of its students. The preservice teacher preparation program must mirror these values and develop these qualities in their graduates.

According to the Nebraska State Department of Education, approximately 27,000 handicapped students are annually provided with special education services throughout the state (see Appendix A, p. 65). State Department officials further indicate that the great majority of these children are considered mildly or moderately handicapped, with the overwhelming majority falling into the three categories of Specific Learning Disability, Speech Impaired, or Mentally Retarded. These students are placed into a variety of alternative programs set forth in Rule 51: The State Department of Education: Rule on Development of Reimbursable Local Special Education

Programs for Handicapped Children. Rule 51 affirms the "least restrictive environment" provisions of federal law in nearly verbatim fashion.

Rule 51 defines Level I and Level II service programs for handicapped students such that the mildly handicapped learner's educational placement is primarily that of the regular classroom with support services (Level I) or substantial integration into the regular classroom according to established learner needs (Level II). The State Department of Education projections under these provisions indicate that approximately 22,000 of Nebraska's handicapped students will be mainstreamed within the regular classroom in the coming year. The mainstreaming of these handicapped students places a burden of responsibility on Teachers College at the University of Nebraska-Lincoln. It is the largest teacher training institution in the state of Nebraska, graduating over 800 teachers and administrators each year. Graduates are placed throughout the state's 93 counties, assuming teaching positions and administrative responsibilities in the majority of the state's schools.

The characteristics of schools in Nebraska and the size of the state place an unusual demand on the abilities of University of Nebraska graduates in regular education to deliver or support educational services to handicapped students. Nebraska retains over 1100 independent school districts, with over 800 of these being Class I (elementary only) districts. The small size of most schools combined frequently with great distances between schools places a particular strain on the providers of support services. These services often involve itinerant personnel, who are assigned on a rotational basis to several schools. Thus, a critical responsibility is thrust upon the regular educator and school administrator in the development of programming for handicapped children. The proposed interdisciplinary preparation program is an attempt to fully qualify persons graduating from regular education programs in Teachers College to meet challenges such as these.

Project Accomplishments for 1979-1980

This section contains the specific accomplishments of the Project for the period June 1, 1979 through September 30, 1979, as well as the projected accomplishments for the entire continuation year, which ends May 31, 1980. These accomplishments and projected accomplishments are detailed according to their applicable goal statement. A tabular form of accomplishments and projections, based on their chronology of events, is presented in Table 4 on page 20.

GOAL 1: To provide leadership and technical guidance to the faculty of Teachers College in the process of formally adopting a revised curriculum designed to ensure that preservice teacher educators are qualified to participate effectively and humanely in the education of handicapped youth.

Three alternative approaches for preparing preservice students to teach handicapped youngsters in the regular classroom were considered during the initial planning period of the Mainstream Project. Those alternatives included: (1) a separate three-hour course which would be required of all students, (2) the development of specific "modules" which would be "added onto" existing courses, and (3) the integration of curriculum into existing courses. The curriculum integration option (3) was considered to be most consistent with the intent of legislation which requires the education of the handicapped in the "least restrictive environment." P.L. 94-142 states that the handicapped should be educated with their non-handicapped peers to the greatest extent possible. Such an integrative approach requires cooperation among, rather than separation of, regular and special education departments and faculties, just as the success of "mainstreaming" in the schools requires the cooperation of all educators and the integration of so-called "regular" and "special" education.

Table 4

CHRONOLOGICAL SCHEDULE OF ACCOMPLISHMENTS
FOR DEAN'S GRANT PROJECT FOR 1979-1980

(Accomplished X)
(Projected XX)

Accomplishments	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Goal 1												
1. Mainstream curriculum integrated into existing T.C. courses	X	X	X	X	XX	XX	XX	XX	XX	XX	XX	
2. Instructional Unit Outlines completed by T.C. Faculty				X				XX				
3. Method to measure student attainment of curriculum implemented				X				XX				
4. Development of liaison system between Dept. of Spec. Ed. and T.C. completed								XX				
5. Approved procedure for recording student information on permanent records implemented			X				XX				XX	
6. Complete inter-disciplinary mainstream instruction, based in IUO's, ongoing	X	X	X	X	XX	XX	XX	XX	XX	XX	XX	
7. Dept. chairpersons accept responsibility to maintain interdisciplinary mainstream instruction	X	X	X	X	XX	XX	XX	XX	XX	XX	XX	

Accomplishments	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Goal 2												
1. Informal visits and contact with key Ed. Admin. faculty	X	X	X	X	XX	XX	XX	XX	XX	XX	XX	
2. Initial Dean's meeting to discuss instructional materials development. Selection of faculty					XX							
3. Continued meetings to develop integrated Ed. Admin./Mainstream curriculum					XX	XX	XX	XX	XX	XX	XX	
4. Instructional materials completed											XX	
Goal 3												
1. Mailing of materials packets to all college consortium representatives	X											
2. Meetings with NACTE representatives	X	X		X		XX		XX		XX		
3. State-wide conference for all college Deans and faculty co-sponsored by NACTE	X											
4. Follow-up letter to college Deans to determine needs and approaches for providing technical assistance		X										

Table 4 cont'd

Accomplishments	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
5. Site visits to provide technical assistance to Nebraska colleges					XX	XX	XX	XX	XX	XX	XX	XX
Goal 4												
1. Ongoing informal contact with faculty	X	X	X	X	XX	XX	XX	XX	XX	XX	XX	
2. Direct mailing of specific new/current information regarding mainstream education to Teachers College faculty and staff				X		XX		XX		XX		
3. Staff development workshop and/or materials sharing for student teacher supervisors, faculty, and cooperating teachers				X	XX	XX	XX	XX	XX	XX	XX	
Goal 5												
1. Review of new instructional materials and information	X	X	X	X	XX	XX	XX	XX	XX	XX	XX	
2. Development of instructional media and materials	X	X	X	X	XX	XX	XX	XX	XX	XX	XX	
Goal 6												
1. 1979-80 goals and objectives reviewed and analyzed and goal attainment determined						XX					XX	
						41						

Accomplishments	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2. Semi-annual reviews							XX					XX
3. Annual evaluation												XX
4. Fall and spring graduating senior surveys conducted							XX					XX
5. Fall and spring freshmen student surveys conducted				X				XX				
6. Third party evaluator selected												XX

Following the selection of the curriculum integration approach, Project staff concentrated immediate efforts on awareness activities and the development and implementation of faculty support systems. A number of presentations and workshops were made available and ongoing formal and informal contacts provided faculty with technical assistance and relevant media and materials. It was agreed that "mainstream" curriculum could be effectively integrated and maintained in the existing teacher education program only if faculty were instrumental in the planning and implementation of the process.

While it was necessary for some faculty to examine their own attitudes and acquire new information and knowledge about trends and recent legislation and programming approaches regarding the education of the handicapped, it should be noted that there was widespread agreement that the knowledges and skills appropriate for teaching handicapped youngsters in regular classrooms were essentially those knowledges and skills necessary for teaching all children. Due to this reality, much of the curriculum appropriate for preparing teachers to teach the handicapped was already in place in the existing Teachers College program. There was agreement, however, that additional curriculum specific to legislation and programming for the handicapped should be integrated and that all curriculum concerning the handicapped should be specifically identified and documented.

During the third year of the Mainstream Project, the primary goal was the formalization of the curriculum integration process. While considerable "mainstream" instruction was occurring in a number of courses, a formal process for documenting and evaluating specific activities and

experiences was not yet in place. It was determined that the following issues needed to be resolved if the curriculum integration process was to be documented.

1. Identification of appropriate curriculum.
2. Designation of courses which would incorporate various aspects of the curriculum.
3. Development of a system to specify curriculum in the form of "clusters," "objectives," and/or "competencies."
4. Development of a system to document student exposure to and/or achievement of curriculum on student records.

Following is a more detailed discussion of specific activities, processes, and accomplishments as they relate to each of the issues concerning mainstream curriculum integration. While some accomplishments occurred prior to the June, 1979 through May, 1980 period especially focused on here, it is necessary to provide information about such accomplishments in order to present a clear and systematic description of the 1979-80 accomplishments related to Goal 1.

IDENTIFICATION OF MAINSTREAM CURRICULUM

Six major content areas were identified as encompassing the information, knowledge, and skills necessary to ensure that University of Nebraska-Lincoln elementary and secondary preservice students are prepared to teach handicapped students in the regular classroom environment. The content areas are: (1) student awareness and attitudes, (2) historical and philosophical perspectives, (3) litigation and legislation, (4) delivery systems and programming approaches, (5) definitions and characteristics of students with handicapping conditions, and (6) communication/cooperation

among regular educators, support personnel, and parents to provide individualized education.

Content areas one through four deal with information specific to the education of the handicapped. The acquisition of knowledge and the development of rationales for educating handicapped students in the least restrictive environment is a major focus. As a result of increased knowledge, students have an opportunity to explore their own attitudes about children with special needs and examine ways their attitudes and values impact upon teaching. Content area five increases the potential teacher's knowledge about students with various handicapping conditions. Emphasis is on the characteristics of handicapped children and the ways these students may differ cognitively, physically, and socially-emotionally from the non-handicapped child. Implications for teaching are also considered. Content area six stresses the importance of understanding each professional's role and focuses on the need for a team approach to developing and implementing an individualized approach to education. As well, consultation and adult-adult communication are stressed. Also included in this content area are skills related to direct classroom instruction and pupil monitoring and evaluation as potential teachers learn instructional strategies and individualization skills (see Appendix B on page 66 for additional specification of curriculum).

It was agreed that specific competency statements or objectives which would further delineate the broader content areas or "clusters" should be written by those faculty who would be teaching the curriculum in their courses and practicums. This approach, compared to the adoption of existing competencies or the writing of competencies by task forces and/or project staff, was viewed as more likely to ensure faculty commitment.

The identified mainstream curriculum was initially presented during the 1979 Spring semester and will continue to be integrated throughout the 1979-80 academic year.

DESIGNATION OF COURSES WHICH WOULD INCORPORATE MAINSTREAM CURRICULUM

Curriculum integration is presently focusing on undergraduate programs with all Teachers College departments offering undergraduate courses involved in the process. Major integration is occurring in the Departments of History and Philosophy of Education (HPE), Educational Psychology and Measurements (EPM), Elementary Education, and Secondary Education. Curriculum is introduced at various points during the four-year program and knowledge and skills are further developed, applied to subject areas, experientially implemented and synthesized throughout the various courses and student teaching experiences. (See Appendix C on page 68.)

The graduate Departments of History and Philosophy of Education and Educational Psychology and Measurements provide a total of three undergraduate "service" courses which must be completed by all teacher education majors. History and Philosophy of Education 131 is an introductory freshman course which integrates curriculum focusing on the first three content areas of awareness and attitudes, historical and philosophical perspectives, and litigation and legislation. Educational Psychology and Measurements 261 is a child development course generally offered at the sophomore year and includes curriculum concerning the cognitive, physical, social, and emotional development and learning characteristics of handicapped youngsters and how those characteristics are likely to influence the child, his family, peers, and school experiences. Educational Psychology and Measurements 362, usually taken

during the junior year, is a learning course with "mainstream" curriculum focusing on programming approaches, roles and relationships, and theory and process of individualized instruction.

Elementary and Secondary Education methods courses incorporate specific activities and experiences which provide opportunities for students to learn more about the role of the classroom teacher and the team approach. These methods courses also allow students opportunities to apply the general processes concerning instruction to the various subject matter areas. For each of the subject areas, potential teachers are prepared to assess academic and social-personal functioning, determine learning styles, select and use instructional strategies, adapt curriculum, and monitor the progress of individual students. During their student teaching experiences, elementary and secondary education majors further apply processes and practice skills as they work with handicapped students in school settings.

The Physical Education and Business and Vocational Education Departments have specific courses to prepare physical education and special vocational needs majors to work with handicapped individuals. Representatives from these departments have been involved in the curriculum integration process and also document their activities to ensure communication and coordination of efforts.

DEVELOPMENT OF A SYSTEM TO SPECIFY CURRICULUM IN THE FORM OF OBJECTIVES OR COMPETENCIES FOR EACH COURSE

Since a separate "mainstream" course was rejected as inconsistent with the mainstreaming philosophy and since the writing of competencies or objectives is done by faculty teaching the designated courses, it

was necessary to establish a procedure for recording the curriculum as it was being taught in each of the courses. As a result, the Instructional Unit Outline Form (IUO) was developed and is currently in use. The IUO provides information about course competencies/objectives, learning activities, and materials. The IUO also describes methods which will be used by faculty to evaluate student achievement of competencies as stated for each course (see Appendix D on page 69 for sample of IUO).

Instructional Unit Outlines were first completed by Teachers College faculty during the first semester of the 1978-79 academic year. Formalized instruction using the IUOs began during the second semester of that year. The IUOs are being used to direct and implement instruction during the 1979 summer sessions and will continue to be used, and when necessary revised, during the fall and spring semesters of the 1979-80 school year. Procedures for completing the IUOs varied somewhat according to the requests of the various departments. In some instances Project staff served as consultants as they met individually or in small groups with faculty who then completed IUOs for their respective courses. Some departments asked Project staff to present workshops designed to "teach" those faculty the content which they would be "teaching" their preservice students. These faculty used information acquired to complete their Instructional Unit Outlines which were then reviewed by Project staff. In some instances department chairpersons and faculties completed individual IUOs for each course and then requested that Project staff synthesize the competency statements for that particular department. (See Appendix E on page 72 for samples of competency statements for elementary education.) Instructional Unit Outlines are kept on file by both the departments and Project staff and will be reviewed and revised as needed.

DEVELOPMENT OF A SYSTEM TO DOCUMENT "MAINSTREAM" CURRICULUM ON STUDENT RECORDS

Since "mainstream" curriculum is integrated into existing courses, students graduating from the University of Nebraska-Lincoln's teacher education program will not have an "official" three-hour course recorded on their transcripts. It was, therefore, necessary to establish a method for reporting student exposure to and/or achievement of appropriate curriculum. Documentation of preparation to teach handicapped students in regular classrooms is important since some states already require a course or equivalent experience for certification. Other states are likely to adopt a similar requirement in the near future as they respond to P.L. 94-142. The following procedure was established in response to the need for documentation on student records.

The Associate Dean of Teachers College is designated as the University of Nebraska-Lincoln's Certification Official and as such must provide institutional recommendation for all Teachers College graduates who apply for a teaching certificate in any state. When the UNL graduate sends an application to the Associate Dean's Office for recommendation, an official letter will be attached. That letter will confirm the student's completion of UNL's integrated program which includes the information, knowledge, and skills necessary for teaching handicapped students in regular classrooms. The letter confirming such preparation will also be inserted in each graduate's credentials which are on file in the University of Nebraska-Lincoln Teacher Placement Office so that all prospective employers who receive teacher placement credentials will be aware of the graduate's preparation. These procedures will ensure that both State Certification Officers and prospective employers see official documentation which

describes and confirms the UNL graduate's preparation for teaching the handicapped in the regular classroom. (See Appendix F on page 73 for letter.) Teachers College students who graduated during the 1979 summer session were the first to have official letters attached to their records. All future graduates of the University of Nebraska's teacher preparation program will be provided the same mainstream curriculum verification letter.

GOAL 2: To initiate a special program designed to formalize curriculum revision which provides necessary competencies to preservice building-level administrators to enable them to effectively support the education of all handicapped students in a least restrictive environment.

As has been indicated in previous University of Nebraska-Lincoln Dean's Grant proposals, primary concern for Project operation has been the development and implementation of its undergraduate integrated mainstream curriculum. Since approximately December of 1978, however, several efforts have been undertaken to develop and implement curriculum revision regarding the training of preservice building-level administrators to effectively support the mainstreaming of handicapped students.

Specifically, Dr. Fred Wendel, a key member of the University of Nebraska-Lincoln's Department of Educational Administration, has met with Project staff to formulate plans whereby Dr. Wendel and selected other faculty in that Department will develop instructional materials for use in their classes. Since the various faculty members have expertise in different areas of educational administration, the materials planned are envisioned to be comprehensive and to include expert information on topics such as budgeting for mainstreaming, selection and inservice training of regular classroom teachers, development and implementation

of the team approach to student evaluation and placement, parent involvement and consultation, and the writing and use of Individual Education Plans. The purpose of the development of these instructional materials will be to increase the ability of the preservice building administrator to effectively plan for and support the integration of handicapped students into the regular classroom. While no final decision has been reached at this time, those faculty members who will be developing the educational administration instructional materials are being encouraged to develop them in a format suitable for reproduction and dissemination to interested others.

As an outcome of the planning for the development of instructional materials, Dean Egbert and Project staff will meet with Dr. Dale Hayes, Chairman of the Department of Educational Administration, Dr. Fred Wendel, and others from the department to identify key courses in which to integrate the instructional materials. These meetings between Dean Egbert and members of the Department of Educational Administration, as well as the beginning of the development of the instructional materials, are expected to occur during the fall of 1979.

GOAL 3: To provide technical assistance in faculty development and adoption of curriculum change to member colleges and universities in the Nebraska Consortium for Teacher Trainers in Special Education.

A letter offering assistance in meeting the commitment to P.L. 94-142 was sent to Deans of all Nebraska colleges and universities in September of 1978. As a result of that communication, a number of colleges requested materials and technical assistance. In response to this request, a packet of materials (e.g., list of resources, consumables, articles, etc.) was sent to all colleges and universities. Project staff made on-site visits

to college campuses upon request, with technical assistance including presentations to both faculty and students.

On May 18, 1979, a one-day conference was co-sponsored by the Dean's Grant and the Nebraska Association for Colleges of Teacher Education (NACTE). Invitations were issued to Deans and faculties of Nebraska's colleges. Dean Dale Scannell of Kansas, Dean Robert Egbert of the University of Nebraska-Lincoln, and Dr. Norris Patschke, President of the NACTE, in conjunction with Project staff and guest speakers, provided the program. Ms. Diane Merchant, Assistant Director of AACTE Project Education of the Handicapped, also presented. Faculties from specific colleges had an opportunity to begin establishing goals for their institutions.

A followup letter was sent to college representatives in July of 1979, and responses to that communication will provide direction for future activities (see Appendix G on page 74 for sample response). To date, responses are indicating that some colleges would prefer that an additional state-wide conference be held while others would prefer conferences or workshops for their individual faculties.

Projected accomplishments for the remainder of the 1979-80 year include continued sharing of materials, additional on-site visits and presentations, and additional large and/or small meetings or conferences. The University of Nebraska-Lincoln's accomplishments, as they relate to this goal, will continue to be a result of responding to the expressed needs and requests of the various colleges and universities in Nebraska.

GOAL 4: To expand the competence of an increased number of Teachers College faculty, student teacher supervisors, and cooperating teachers, enhancing their instruction and supervision experiences related to the education of handicapped students in the regular classroom.

A major focus of this goal has been ongoing contact with department chairpersons and faculty who are most extensively involved in the student teaching phase of the University of Nebraska's teacher preparation program. A number of meetings involving Elementary and Secondary Education faculty have resulted in agreement that staff development activities for both student teacher supervisors and cooperating teachers in the schools are necessary. To date (June 1 through August 30), accomplishments for this goal are in the form of these meetings and agreements. Additionally, some planning for implementation of staff development activities during the academic year (September 15 through May 12) has occurred.

Projected accomplishments include the acquisition and/or development of consumable and non-consumable materials for use by supervising faculty, cooperating teachers, and student teachers. Additionally, it is intended that instructional media, particularly in the form of video-taped simulations, will be developed by regular and special education faculty and Project staff in conjunction with the University of Nebraska-Lincoln Barkley Center. These materials and tapes will be used to enhance student teaching experiences.

It is anticipated that one or more workshops will also be provided for faculty supervisors, cooperating teachers, and student teachers. These workshops will be designed to impact attitudes and increase skills related to teaching handicapped students in regular classrooms.

GOAL 5: To strengthen the capability of the Dean's Grant Project to provide high-quality instructional materials pertaining to the education of the handicapped student to the faculty of the Teachers College and to share these resources with member institutions of the Nebraska Consortium of Teacher Trainers in Special Education.

From October 1, 1978, through August 30, 1979, which was the reporting period for this proposal, Dean's Grant staff made 31 presentations for a

wide variety of Teachers College departments and specific courses. Over 700 graduate and undergraduate students were involved in these presentations and man-hours of actual staff presentation time surpassed 40. A variety of appropriate consumable and non-consumable materials and media have been purchased and shared with Teachers College faculty and students. It is also anticipated that as efforts progress in the Department of Educational Administration, new instructional materials will be identified, purchased, and disseminated.

GOAL 6: To provide a comprehensive system of evaluation for the Project which includes monitoring of the management functions of the Project, formative evaluation focusing on instructional and curriculum changes, and summative evaluation on substantive outcomes of the Project.

Evaluation accomplishments are presented in both narrative and tabular form. Reference to appropriate tables is made within the context of the narrative. Since the proposal is being submitted in September of 1979, only three months of 1979-80 evaluation results are available. Due to the fact that most evaluation activities occur at the completion of the Project year, much of the information provided here concerns the 1978-79 evaluation results. Additionally, results of activities for the period June 1, 1979 through August 31, 1979, are included along with evaluation plans and projected activities for the period September 1, 1979 through May 31, 1980.

Objective 1 of the evaluation goal concerns the use of Goal Attainment Scaling as the overall evaluation methodology for the Project. For the 1978-79 year, Project effort allocations were assigned to the six goals with goal 1 and 2 each receiving 30 percent of Project effort and goals

3 through 6 each receiving 10 percent of total Project effort. Additionally, key objectives and related activities were identified for each goal. This procedure enabled Project staff to focus on what they considered to be the most critical of the several objectives and activities subsumed under each of the 1978-79 goals. Relative weights in terms of percentage of time to be spent addressing specific objectives and activities were assigned, and expected levels of attainment for activities designed to achieve objectives were estimated (see Appendix H on page 77 for Expected Level of Attainment for Project Activities for 1978-79).

Having completed the assignment of weights and the estimation of expected levels of attainment, evaluation activities during the remaining months of the 1978-79 period focused on documentation of Project activities and comparison of that data to established expected levels of attainment. Table 5a shows the level of attainment of each Project activity as of December 31, 1978, which was approximately one-half of the Project year. Table 5b shows levels of attainment as of May 31, 1979. Column 1 indicates the goal number and column 2 the numbers of the objectives that were established for that particular goal. Column 3 shows the numbers of the selected activities that were developed to meet each objective. Column 4 indicates the highest possible goal attainment score (a numerical score of three) for each activity, with subtotals per goal based on the number of activities. Column 5 indicates the numerical score that Project staff assigned to each activity according to a review of its actual level of attainment as of December 31, 1978. A three in column 5 means that that activity was attained at a HIGHER THAN EXPECTED level of accomplishment; a two indicates that the activity was completed at the EXPECTED level of accomplishment; and a one means that the activity was completed at a

Table 5a
EVALUATION OF GOAL ATTAINMENT LEVELS
PER DECEMBER 31, 1978

Goal Number	Objective Number	Selected Activity Number	Possible Goal Attainment Score	Actual Goal Attainment Score	Level of Attainment
1	1	1	3	3	Expected
		2	3	3	
		3	3	1	
		4	3	1	
		5	3	1	
			<u>15</u>	<u>9</u>	
2 ¹	1	11			
		12			
		13			
		14			
3	1	18	3	1	Lower
4	1	21	3	1	Lower
		23	3	1	
			<u>6</u>	<u>2</u>	
5 ²					
6	1	33	3	3	
		34	3	1	
	2	36	3	2	
		39	3	1	
			<u>12</u>	<u>7</u>	Expected

¹The date for attainment of the activities for Goal 2 is May 31, 1979.

²Goal attainment levels are not applicable to Goal 5 as the activities are ongoing.

Table 5b
EVALUATION OF GOAL ATTAINMENT LEVELS
PER MAY 31, 1979

Goal Number	Objective Number	Selected Activity Number	Possible Goal Attainment Score	Actual Goal Attainment Score	Level of Attainment
1	1	1	3	3	Higher
		2	3	3	
		3	3	2	
	2	4	3	2	
		5	3	2	
			<u>15</u>	<u>12</u>	
2	1	11	3	1	Expected
		12	3	1	
	2	13	3	2	
		14	3	2	
			<u>12</u>	<u>6</u>	
3	1	18	3	2	Expected
4	1	21	3	3	Expected
		23	3	1	
			<u>6</u>	<u>4</u>	
5 ¹					
6	1	33	3	3	Expected
		34	3	2	
	2	36	3	2	
	3	39	3	1	
			<u>12</u>	<u>8</u>	

¹Goal attainment levels are not applicable to Goal 5 as the activities are ongoing.

LOWER THAN EXPECTED level of attainment. The total possible Goal Attainment Score (column 4) was then compared to the actual Goal Attainment Score (column 5) established by Project staff, with column 6 indicating the goal attainment level achieved: HIGHER THAN EXPECTED, EXPECTED, LOWER THAN EXPECTED.

As of December 31, 1978, the Project was achieving lower than expected levels of attainment for goals 3 and 4. As a result of this information, Project staff concentrated during the period from December 31, 1978 to May 31, 1979, on the goals and activities which were not being achieved at the expected or higher-than-expected level of attainment. Table 5b shows that as of May 31, 1979, goals 1, 3, and 4 had improved significantly in level of attainment, while goals 2 and 6 were meeting expected levels of attainment.

For the 1979-80 year, Goal Attainment Scaling procedures continued in the same manner as previously discussed. Results of the 1978-79 evaluation provided data which were used to revise goal efforts and attainment expectations. As indicated by Table 6 on page 40, during 1979-80 goals 1, 2, and 3 are each receiving 20 percent of Project effort; goals 4 and 5, 15 percent each of Project effort; and goal 6, 10 percent of Project effort. Objectives and related activities were identified for each goal and relative weights in terms of percentage of time to be spent on each objective were assigned. Expected levels of attainment for activities designed to achieve 1979-80 objectives are found in Table 7 on page 41. As is shown in Table 7 on page 41, some expectations were attained during the first three months of the 1979-80 year. During the remaining months of this funding period (through May 1980), data will continue to be collected and analyzed. Documentation will allow Project staff to compare actual accomplishments with expected levels of attainment and to take corrective action where discrepancies exist.

Table 6
PROJECT GOALS FOR 1979-80;
OVERALL ALLOCATION OF PROJECT EFFORT

Goal #	Goal Effort as % of Total Project	Key Objective(s)	Key Objectives as % of Goal Effort	Related Activities from 1979-80 Proposal
Goal 1	20%	1	40%	1, 3, 4, 5
		2	30%	1, 2, 3
		3	30%	1, 2
Goal 2	20%	1	40%	1
		2	60%	1, 2, 3
Goal 3	20%	1	100%	1, 2, 3
Goal 4	15%	1	100%	1, 2, 3
Goal 5	15%	1	45%	1, 2
		2	10%	2
		3	45%	1, 2
Goal 6	10%	1	50%	1, 2
		2	40%	1, 2
		3	10%	1, 3

Table 7

EXPECTED LEVEL OF ATTAINMENT
FOR SELECTED PROJECT ACTIVITIES FOR JUNE 1, 1979 - MAY 31, 1980

Goal 1: To provide leadership and technical assistance to the faculty of Teachers College in the process of formally adopting a revised curriculum designed to ensure that preservice teacher educators are qualified to participate effectively and humanely in the education of all handicapped youth.

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 1979-1980	Expected Level of Attainment for Selected Project Activities 1979-1980
20%	1. To assist Teachers College departments in the preparation of the highest possible quality instruction and practicum experiences for inclusion in an interdisciplinary curriculum relating to the education of handicapped students.	40%	1. Continue support for and maintenance of Teachers College departments' participation in the interdisciplinary program for preparing regular education personnel for the education of the handicapped by conducting periodic meetings with department chairpersons and faculty. 3. Specify and continuously update specific content related to the education of the handicapped in the regular classroom to be presented in designated Teachers College courses. 4. Continue to update and write competencies for curriculum to be presented in each of the designated courses using mainstream "model" approach through collaboration of a regular education faculty, special education faculty, and Project staff.	Attained 8/31/79: four meetings held between 6/1/79 and 8/31/79. Expected: four additional meetings held between 9/1/79 and 5/31/80. Lower than Expected: fewer than four meetings held between 9/1/79 and 5/31/80. Specification attained 5/31/78. Refinement is an ongoing activity in which levels of attainment are not applicable. Higher than Expected: utilize formal and/or small-group meetings four times for revision of competencies by 5/31/80. Expected: utilize formal and/or small-group meetings two times for revision of competencies by 5/31/80. Lower than Expected: utilize formal and/or small-group meetings once for revision of competencies by 5/31/80.

Table 7 cont'd

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 1979-1980	Expected Level of Attainment for Selected Project Activities 1979-1980
			5. Continue to update and document goals, objectives, competencies, learning activities, media and evaluation processes through completion of Instructional Unit Outline for each section of courses designated to teach the competencies related to the education of the handicapped in the regular classroom.	Higher than Expected: 80-100% of faculty from designated courses completed Instructional Unit Outlines by 5/31/80. Expected: 60-80% of faculty from designated courses completed Instructional Unit Outlines by 5/31/80. Lower than Expected: fewer than 60% of faculty from designated courses completed Instructional Unit Outlines by 5/31/80.
2.	To assist Teachers College in devising and implementing a system for monitoring and recording student acquisition of competencies related to education of the handicapped in the regular classroom.	30%	1. Devise a common system or systems for monitoring the acquisition of competencies in courses and practica which are part of the interdisciplinary preparation program. 2. Provide departments of Teachers College with information on curriculum change and certification requirements of other states and settings as they impact upon the University of Nebraska-Lincoln graduates seeking employment.	System for monitoring through Instructional Unit Outlines and instructors' individual monitoring methods attained 1/15/79. System to be reviewed and revised as necessary on an ongoing basis. Expected: Information acquired to date provided by 11/30/79. Additional information to be shared as available on an ongoing basis, hence higher and lower levels of attainment are not applicable.

Table 7 cont'd

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 1979-1980	Expected Level of Attainment for Selected Project Activities 1979-1980
			3. Establish and implement a system for reporting competencies relating to the education of the handicapped on student transcripts.	Attained 7/1/79. System to be reviewed and improved on an ongoing basis.
3. To facilitate Teachers College communications among contributors to the curriculum revision process leading to the development of the interdisciplinary preparation program. This includes potential for establishment of credit hours.		30%	1. When appropriate, meet with Teachers College Curriculum Committee to seek advice for departments who are preparing proposals to the Curriculum Committee as part of the interdisciplinary preparation program. 2. Meet periodically with the Teachers College Chairpersons Council to share progress of departments, committees, and individual faculty toward formalization of the interdisciplinary preparation program.	Meetings initiated by department chairpersons; expected levels of attainment not applicable. Higher than Expected: Dean's Grant staff met four times with Teachers College Chairpersons Council by 5/31/80. Expected: Dean's Grant staff met two times with Teachers College Chairpersons Council by 5/31/80. Lower than Expected: Dean's Grant staff did not meet with Teachers College Chairpersons Council by 5/31/80.

Table 7 cont'd

Goal 2: To initiate a special program designed to formalize curriculum revision which provides necessary competencies to preservice building-level administrators to enable them to effectively support the education of all handicapped students in a least restrictive environment.

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 1979-1980	Expected Level of Attainment for Selected Project Activities 1979-1980
20%	1. To provide an awareness of concepts relating to the education of the handicapped for the regular and adjunct faculty of the University of Nebraska-Lincoln Department of Educational Administration.	40%	1. Conduct one or more meetings involving Dean's Grant staff and members of the Department of Educational Administration to increase familiarity with concepts pertaining to education of the handicapped.	Higher than Expected: 50-100% of Ed. Admin. faculty involved in formal contacts with Project staff by 5/31/80. Expected: 40-50% of Ed. Admin. faculty involved in formal contacts with Project staff by 5/31/80. Lower than Expected: fewer than 40% of Ed. Admin. faculty involved in formal contacts with Project staff by 5/31/80.
	2. To develop an integrated sequence of courses and experiences within the preservice certification program for building-level administrators relating to administrative leadership in the education of the handicapped.	60%	1. Assist the Department of Educational Administration in the identification of key courses comprising the curriculum which will provide content and experiences relating to the education of the handicapped. 2. Conduct instructional development workshops for faculty with the Department of Educational Administration to enable them to modify their courses to relate to the education of the handicapped.	Higher than Expected: needs assessment completed by 5/31/80. Expected: needs assessment plan approved and instrument developed by 5/31/80. Lower than Expected: needs assessment plan not approved as of 5/31/80. Higher than Expected: one workshop conducted by 12/31/79. Expected: one workshop conducted by 5/31/80. Lower than Expected: no workshops conducted by 5/31/80.

Table 7 cont'd

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 1979-1980	Expected Level of Attainment for Selected Project Activities 1979-1980
			3. Assist individual faculty in the development of instructional and practicum experiences which will increase the ability of building-level administrators to effectively provide for educational alternatives for handicapped students.	Higher than Expected: two or more faculty members completed Instructional Unit Outlines on a pilot program basis by 5/31/80. Expected: one faculty member involved in completing Instructional Unit Outline on a pilot program basis by 5/31/80. Lower than Expected: no faculty completed or involved in completing Instructional Unit Outline on a pilot program basis by 5/31/80.

Table 7 cont'd

Goal 3: To provide technical assistance in faculty development and adoption of curriculum change to member colleges and universities in the Nebraska Consortium for Special Education.

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 1979-1980	Expected Level of Attainment for Selected Project Activities 1979-1980
20%	1. To collaborate with the Inservice Development Specialists to provide member colleges and universities of the Consortium with assistance in staff development and curriculum modification relating to the education of the handicapped in the regular classroom.	100%	1. Conduct one or more workshops to promote those attitudes, knowledges, and skills among regular education faculty of Consortium members which will enable them to initiate instructional and curriculum change within their respective institutions. 2. Make individual on-site technical assistance visits to the Consortium member colleges and universities to provide direct guidance, feedback, and support regarding their instructional development and curriculum modification efforts. 3. Plan and conduct small group meetings comprised of persons from the Consortium, the member college receiving technical assistance, and appropriate State Department personnel for the purpose of evaluating the technical assistance delivery system.	Attained 5/18/79: one workshop conducted. Expected: one additional state-wide workshop conducted by 5/31/80. Lower than Expected: no additional state-wide workshops conducted by 5/31/80. Higher than Expected: five on-site technical assistance visits completed by 5/31/80. Expected: four on-site technical assistance visits completed by 5/31/80. Lower than Expected: three or fewer on-site technical assistance visits completed by 5/31/80. Higher than Expected: three or more meetings conducted by 5/31/80. Expected: two meetings conducted by 5/31/80. Lower than Expected: one meeting or no meetings conducted by 5/31/80.

Table 7 cont'd

Goal 4: To expand the competence of an increased number of Teachers College faculty, student teacher supervisors, and cooperating teachers, enhancing their instruction and supervision experiences related to the education of handicapped students in the regular classroom.

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 1979-1980	Expected Level of Attainment for Selected Project Activities 1979-1980
15%	1. To provide for faculty development experiences.	100%	2. Conduct instructional development workshops patterned after the model of the Integrated Mainstreaming Studies workshop to permit faculty to design instruction relating to the education of handicapped students. 3. Coordinate workshop experiences for student teacher supervisors, for cooperating teachers, and building administrators to assist them in managing and documenting experiences of student teachers with handicapped students in the regular classroom. 5. Support participation of faculty in state, regional, and national workshops and meetings which will provide them with increased ability to design instruction to prepare preservice educators for the education of the handicapped.	Higher than Expected: two workshops conducted by 5/31/80. Expected: one workshop conducted by 5/31/80. Lower than Expected: no workshops conducted by 5/31/80. Higher than Expected: two or more workshops conducted by 5/31/80. Expected: one workshop conducted by 5/31/80. Lower than Expected: no workshops conducted by 5/31/80. This is an ongoing activity. Expected levels are not applicable as activity is dependent on availability of funds and interest level of faculty.

Table 7 cont'd

Goal 5: To strengthen the capability of the Dean's Grant Project to provide high-quality instructional materials pertaining to the education of the handicapped to the faculty of the Teachers College and to share these resources with member institutions of the Nebraska Consortium for Special Education.

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 1979-1980	Expected Level of Attainment for Selected Project Activities 1979-1980
15%	1. To enhance the materials resource base of the Dean's Grant Project.	45%	1. Review and select instructional materials on the education of the handicapped and disseminate them on a regular basis to Teachers College departments. 2. Participate in the design of systems for sharing instructional materials among member colleges of the Nebraska Consortium.	Higher than Expected: instructional materials disseminated to departments of Teachers College more than five times by 5/31/80. Expected: instructional materials disseminated to departments of Teachers College five times by 5/31/80. Lower than Expected: instructional materials disseminated to departments of Teachers College fewer than five times by 5/31/80. The process of review and selection is an ongoing activity. Higher than Expected: four or more mailings to members of the Consortium completed by 5/31/80. Expected: three mailings to members of the Consortium completed by 5/31/80. Lower than Expected: no mailings to members of the Consortium completed by 5/31/80.

Table 7 cont'd

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 1979-1980	Expected Level of Attainment for Selected Project Activities 1979-1980
	2. To increase the delivery capacity of the existing systems of the Dean's Grant Project.	10%	2. Secure multiple copies of heavily-used materials and replace worn and outdated materials.	This is an ongoing activity. Expected levels are not applicable.
	3. To develop appropriate specialized instructional materials for Nebraska audiences of preservice teachers and administrators	45%	1. Plan, design, and produce mainstreaming-relevant and locally adapted informational booklets and pamphlets on a continuous basis.	Higher than Expected: two or more such booklets were produced by 5/31/80. Expected: one such booklet was produced by 5/31/80. Lower than Expected: no such booklets were produced by 5/31/80.
			2. Produce an information newsletter on successful mainstreaming implementation efforts within the state.	Higher than Expected: five or more newsletters produced by 5/31/80. Expected: four newsletters produced by 5/31/80. Lower than Expected: fewer than four newsletters produced by 5/31/80.

Table 7 cont'd

Goal 6: To provide a comprehensive system of evaluation for the Project, which includes monitoring of the management functions of the Project, formative evaluation focusing on instructional and curriculum changes and summative evaluation of substantive outcomes of the Project.

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 1979-1980	Expected Level of Attainment for Selected Project Activities 1979-1980
10%	1. To continue to implement the procedures of Goal Attainment Scaling in the evaluation of the Dean's Grant Project.	40%	1. Analyze data gathered during the 1979-80 Project year to identify the extent of goal attainment and use results to revise relative weights and expected levels of attainment for Project goals for 1980-81.	Higher than Expected: not applicable Expected: data analyzed by 5/31/80. Lower than Expected: not applicable.
			2. Continue to gather data regarding attainment of Project objectives and activities as related to Project management functions.	Higher than Expected: not applicable Expected: yearly review conducted by 5/31/80. Quarterly reviews conducted by 9/79, 3/80, 5/80. Lower than Expected: reviews not conducted by 5/31/80.
	2. To continue previous evaluation efforts to measure cognitive, affective, and performance trends of Teachers College graduates in relation to the education of handicapped students.	50%	1. Continue previously-begun data gathering on each successive cohort of freshmen and graduating teachers and administrators of the Teachers College program.	Higher than Expected: not applicable Expected: fall surveys administered/mailed by 11/79 and returns analyzed by 3/80; spring surveys administered/mailed by 3/80 and returns analyzed by 7/80. Lower than Expected: surveys not continued.

Table 7 cont'd

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 1979-1980	Expected Level of Attainment for Selected Project Activities 1979-1980
			2. Gather followup data from teachers and administrators who are graduates of the Nebraska program to determine the adequacy and permanence of Teachers College training on the education of the handicapped.	Higher than Expected: not applicable Expected: surveys mailed by 3/80 to 1979 graduates of Nebraska program and returns analyzed by 7/80. Lower than Expected: surveys not continued.
3.	Secure internal and external evaluation for efforts of the Dean's Grant Project.	10%	1. Periodically present segments of the Teachers College interdisciplinary programs for review by advocacy groups and appropriate agency personnel to solicit feedback on the adequacy of such programs from these perspectives.	Higher than Expected: programs reviewed twice by relevant education advocacy groups by 5/31/80. Expected: programs reviewed once by relevant education advocacy groups by 5/31/80. Lower than Expected: programs not reviewed by relevant education advocacy groups by 5/31/80.
			3. Annually review progress with the Advisory Council of the Dean's Grant Project.	Higher than Expected: not applicable Expected: one meeting with Advisory Council held by 5/31/80. Lower than Expected: no meeting with Advisory Council held by 5/31/80

Objective 2 of the evaluation goal concerns the ongoing measurement of cognitive, affective, and performance trends of Teachers College freshmen and graduates in relation to the education of the handicapped. Data have been collected using a survey instrument developed by Project staff for Fall 1978 and Spring 1979 Teachers College graduates, and for Fall 1978 freshmen. (See Appendix I on pages 89,90,91 for survey instrument.) Combined Fall and Spring graduates who returned the survey number 174 while 150 responses were received from Fall 1979 freshmen. Data are in the process of being analyzed and complete results should be available by December 1979. Frequencies are being tabulated and means computed for freshmen and graduates as well as by major (e.g., elementary education, secondary education, etc.).

T-tests between freshmen and graduates are being computed in order to determine if graduates differ from freshmen in their responses to individual survey questions. While data have not been completely analyzed, at this point significant differences between the two groups have been found on items a, c, d, g, h, j, k, l, m, and n. (See items on survey instrument, Appendix I on pages 90 and 91).

A separate ANOVAS is also being done for graduates only to determine any significant differences between graduates having different majors. Preliminary work indicates significant differences on items a and n (.01 level) and items c, h, and l (.05 level).

A third analysis involving correlations will attempt to answer the question, "Is there a significant relationship between 'confidence' (item 5) and response to item d of the survey instrument?" Additional analyses and comparisons will likely occur as Project staff formulate additional questions.

During the 1979-80 year, freshmen (Fall 1979) and graduates (Fall 1979 and Spring 1980) will continue to be asked to respond to the survey

instrument and resulting data will continue to be analyzed in the manner described. Results will be shared with Teachers College faculty, Institutions of Higher Education, public schools, and other interested agencies and individuals as well as with other Dean's Projects. Results will also be used to continually improve the mainstream integration process at the University of Nebraska-Lincoln.

Objective 3 of the evaluation goal provides for internal and external evaluation from the Project's Advisory Council and other education-related agencies and groups. Ongoing formal and informal meetings with faculty, department chairpersons, public school educators, and representatives from relevant agencies will provide feedback which will be considered as Project decisions are made and future directions determined. In November the Advisory Council will be invited to attend a meeting so that members may review Project goals, plans, and progress and provide evaluative feedback.

GOALS AND OBJECTIVES FOR THE 1980-81 YEAR

During the past four and one-half years, the Dean's Grant has served to bring about awareness of issues in the education of the handicapped to Teachers College faculty and many others, has served as a major source of materials and expertise in this area specifically to the Teachers College faculty and generally to the University of Nebraska-Lincoln, has involved a large number of faculty in significant modification of their own instruction to take into account these issues and needs, and has made significant progress in integrating curriculum relating to the education of the handicapped throughout Teachers College. It has also built recognition outside the University by means of the various consultations of its staff with administrators and faculty of other colleges and universities in the state. As a result of accomplishments,

some minor changes in the numbers and types of activities are reflected in this 1980-81 continuation proposal. The goals and several objectives identified in previous University of Nebraska-Lincoln Dean's Grant proposals continue to be appropriate. The following goals are proposed for the 1980-81 year.

GOAL 1: To provide leadership and technical assistance to the faculty of Teachers College in the process of formally adopting a revised curriculum designed to ensure that preservice teacher educators are qualified to participate effectively and humanely in the education of all handicapped youth.

This goal is a most important commitment of the Interdisciplinary Preparation Program for Teachers and Administrators. Handicapped students in the state of Nebraska, their parents, and the citizens of the state must be assured that graduating teachers and administrators are both qualified and endorsed to participate in the education of handicapped students. The formulation, adoption, and formalization of any curriculum in a large educational institution such as the University of Nebraska-Lincoln, is not a simple task nor an easy one. A heavy burden of responsibility for leading, coordinating, and technically guiding the curriculum revision efforts by the faculty of Teachers College rests on the proposed Project. A major focus of the Project for 1980-81 will be continued efforts to achieve adoption of quality programming to prepare all Teachers College graduates for the education of the handicapped.

GOAL 2: To cooperate with faculty who prepare building-level administrators in the development and implementation of programs and materials which will enable such administrators to effectively support the education of all handicapped students in a least restrictive environment.

This goal reflects the critical need for strong leadership and support by the school administrator, particularly building-level principals, in providing for appropriate education of the handicapped student. Decisions pertaining to instructional support, innovative procedures, staffing, and budgeting all impinge directly on the quality of services delivered to handicapped students in secondary and elementary schools. Such complex and wide-reaching processes of change as are mandated by the Education of All Handicapped Children Act minimally require enlightened and supportive administration of school programs. The above goal affirms this belief and provides for a direct impact on the training of preservice school administrators. Development of changes in instruction in the school administrator curriculum will reflect new knowledge, modified attitudes, and necessary communication skills needed by administrators to successfully implement effective programs for the handicapped as they assume leadership roles in the schools. As goal one approaches successful completion of the implementation phase and becomes more "maintenance" in its scope, goal two will receive increasing emphasis.

GOAL 3: To provide technical assistance in faculty development and adoption of curriculum change to member colleges and universities in the Nebraska Consortium of Teacher Trainers in Special Education.

Since its beginning in 1975, the University of Nebraska Dean's Grant Project has confronted many of the issues and processes which will face other colleges and universities in the state of Nebraska as they attempt to implement change. Examples of such issues are (1) the determination of what constitutes an effective preservice curriculum which will adequately prepare preservice teachers in regular education to work with handicapped

students, (2) the challenge of bringing about change within the structures and processes of higher education, and (3) the judging of the adequacy of media currently available to assist faculty in their instruction in this area. On each of these three dimensions, the University of Nebraska-Lincoln Dean's Grant Project has years of intimate involvement which should be of great value to other colleges and universities of the state as they embark upon a similar course of action to provide regular classroom teacher training in the education of the handicapped.

GOAL 4: To expand the competence of an increased number of Teachers College faculty, student teacher supervisors, and cooperating teachers, enhancing their instruction and supervision experiences related to the education of handicapped students in the regular classroom.

Over the past years, the efforts of the Dean's Grant Project have resulted in extensive utilization of its educational resources related to the education of the handicapped. Through its workshops and consultative services, the Project has functioned in the context of a resource model. The implementation of this model provided many regular education faculty with the necessary knowledge and instructional development opportunities allowing them to deliver effective instruction pertaining to the education of the handicapped. The demand for resources and technical assistance will continue at a high level for the foreseeable future, as more and more regular education faculty and cooperating teachers in the field become attentive to the concerns of educating handicapped students and incorporate these values and concepts into their daily instruction.

GOAL 5: To continue to strengthen the capability of the Dean's Grant Project to provide high-quality instructional materials pertaining to the education of the handicapped student to the faculty of the Teachers College and to share these resources with member institutions of the Nebraska Consortium of Teacher Trainers in Special Education.

A considerable materials review function is required of Project staff, with the need made particularly acute by the needs of regular education faculty who are likely to have relatively recent acquaintance in the area of education of handicapped children.

GOAL 6: To provide a comprehensive system of evaluation which includes monitoring of the management functions of the Project, formative evaluation focusing on instructional and curriculum changes, and summative evaluation of substantive outcomes of the Project.

Project evaluation will provide feedback on operational procedures within the Project as well as on the substantive outcomes of the Project. The general evaluation approach to be used is that of Goal Attainment Scaling, in which goals are devised by the staff and its advisors and critiqued by outside consultants. For each goal, a specified level of attainment is agreed upon, together with levels of attainment which both exceed and fall short of the expected level of attainment. Goals and objectives may pertain to managerial functions, to procedural steps, or to outcomes desired. At the end of specified time periods, the level of attainment of goals is assessed and translated by means of simple numerical calculations to a Goal Attainment score for each Project component and the Project itself. The process produces a quantifiable outcome, providing both feedback to staff and a clear system for external audit of the Project by interested parties and funding sources. (See Appendix J on page 92 for 1980-81 Expected Levels of Attainment.)

The survey instrument developed by Project staff will continue to be used to measure University of Nebraska-Lincoln Teachers College freshmen and graduates' opinions regarding mainstreaming and their preparation to teach the handicapped. Results from the survey will be compared across groups and over the 1978-1981 time span.

METHODS AND PROCEDURES FOR THE 1980-81 YEAR

Goal 1: To provide leadership and technical assistance to the faculty of Teachers College in the process of formally adopting a revised curriculum designed to ensure that preservice teacher educators are qualified to participate effectively and humanely in the education of all handicapped youth.

Objective 1: To assist Teachers College departments in the preparation of the highest possible quality instruction and practicum experiences for inclusion in an interdisciplinary curriculum relating to the education of handicapped students.

Activities

1. Continue support for and maintenance of Teachers College departments' participation in the interdisciplinary program for preparing regular education personnel for the education of the handicapped by conducting periodic meetings with department chairpersons and faculty.
2. Provide for consultative resources to assist Teachers College faculty in the development of high-quality instruction which relates to the education of the handicapped in the regular classroom.
3. Continuously review and update specific content related to the education of the handicapped in the regular classroom to be presented in designated Teachers College courses.
4. Continue to review, update, and write competencies for curriculum to be presented in each of the designated courses using mainstreaming "model" approach through collaboration of regular education faculty, special education faculty, and Project staff.
5. Continue to update and document goals, objectives, competencies, learning activities, media, and evaluation processes through completion of Instructional Unit Outline for each of the courses designated to teach specific curriculum related to the education of the handicapped in the regular classroom.

Objective 2: To assist Teachers College in the use of the already devised system for monitoring and recording student acquisition of information, knowledge, and skills related to the education of the handicapped in the regular classroom.

Activities

1. Review and continuously improve the implemented system for monitoring the acquisition of competencies in courses and practica which are part of the interdisciplinary preparation program.
2. Provide faculty and students of Teachers College with information on curriculum change and certification requirements of Nebraska and other states and settings as they impact on UNL graduates seeking employment.
3. Review and continuously improve the system for reporting the acquisition of competencies relating to the education of the handicapped on student records.

Objective 3: To facilitate Teachers College communications among contributors to the curriculum revision process leading to the development of the interdisciplinary preparation program. This includes potential for establishment of credit hours.

Activities

1. When appropriate, meet with Teachers College Curriculum Committee to seek advice for departments who are preparing proposals to the Curriculum Committee as part of the interdisciplinary preparation program.
2. Meet periodically with the Teachers College Chairpersons Council to share progress of departments, committees, and individual faculty toward formalization of the interdisciplinary preparation program.

Goal 2: To cooperate with faculty who prepare building-level administrators in the development and implementation of programs and materials which will enable such administrators to effectively support the education of all handicapped students in a least restrictive environment.

Objective 1: To provide an awareness of concepts relating to the education of the handicapped for the regular and adjunct faculty of the University of Nebraska-Lincoln Department of Educational Administration.

Activities

1. Conduct one or more meetings involving Dean's Grant staff and members of the Department of Educational Administration to increase familiarity with concepts pertaining to the education of the handicapped.

Objective 2: To develop an integrated sequence of courses and experiences within the preservice certification program for building-level administrators relating to administrative leadership in the education of the handicapped.

Activities

1. Assist the Department of Educational Administration in the identification of key courses comprising the curriculum which will provide content and experiences relating to the education of the handicapped.
2. Conduct two or more instructional development workshops for faculty with the Department of Educational Administration to enable them to modify their courses to relate to the education of the handicapped.
3. Assist faculty in the development of instructional and practicum experiences and materials which will increase the ability of building-level administrators to effectively provide for educational alternatives for handicapped students.
4. Disseminate appropriate instructional units and materials developed with the Department of Educational Administration to other Teachers College graduate-level programs involved in the training of school personnel.

Goal 3: To provide technical assistance in faculty development and adoption of curriculum change to member colleges and universities in the Nebraska Consortium for Special Education.

Objective 1: To collaborate with the Inservice Development Specialists to provide member colleges and universities of the Consortium with assistance in staff development and curriculum modification relating to the education of the handicapped in the regular classroom.

Activities

1. Conduct one or more workshops to promote those attitudes, knowledges, and skills among regular education faculty of Consortium members which will enable them to initiate instructional and curriculum change within their respective institutions.
2. Make individual on-site technical assistance visits to the Consortium member colleges and universities to provide direct guidance, feedback, and support regarding their instructional development and curriculum modification efforts.
3. Plan and conduct small group meetings comprised of persons from the Consortium, the member college receiving technical assistance, and appropriate State Department personnel for the purpose of evaluating the technical assistance delivery system.

Objective 2: To collaborate with the Nebraska Association of Colleges of Teacher Education (NACTE) to provide technical assistance to all Nebraska colleges as they implement programs addressing education of the handicapped.

Activities

1. Meet regularly with representatives of NACTE and AACTE to plan and coordinate efforts and activities of institutions of higher education.
2. Continue to collaborate with NACTE to provide workshops, on-site technical assistance, and materials to Nebraska colleges. Focus on sharing of personnel and financial arrangements.

Goal 4: To expand the competence of an increased number of Teachers College faculty, student teacher supervisors, and cooperating teachers, enhancing their instruction and supervision experiences related to the education of handicapped students in the regular classroom.

Objective 1: To provide for faculty development experiences.

Activities

1. Arrange visits for Teachers College faculty providing direct experiences in working with handicapped students.

2. Conduct instructional development workshops patterned after the model of the Integrated Mainstreaming Studies workshop to permit faculty to design instruction relating to the education of handicapped students.
3. Coordinate workshop experiences for student teacher supervisors, for cooperating teachers, and building administrators to assist them in managing and documenting experiences of student teachers with handicapped students in the regular classroom.
4. Provide all Teachers College faculty with information on a continuing basis which will enhance their knowledge of processes in the education of handicapped students.
5. Support participation of faculty in state, regional, and national workshops and meetings which will provide them with increased ability to design instruction to prepare preservice educators for the education of the handicapped.
6. Support resource personnel in assisting Teachers College faculty in the development of instructional units and curriculum change relating to the education of the handicapped.

Goal 5: To strengthen the capability of the Dean's Grant Project to provide high-quality instructional materials pertaining to the education of the handicapped to the faculty of the Teachers College and to share these resources with member institutions of the Nebraska Consortium for Special Education.

Objective 1: To enhance the materials resource base of the Dean's Grant Project.

Activities

1. Review and select instructional materials on the education of the handicapped and disseminate them on a regular basis to Teachers College departments.
2. Participate in the design of systems for sharing instructional materials among member colleges of the Nebraska Consortium.

Objective 2: To increase the delivery capacity of the existing systems of the Dean's Grant Project.

Activities

1. Increase the utilization of the Instructional Design Center of Teachers College as a resource center for self instructional packages, film and videotape materials, and printed materials pertaining to the education of the handicapped.
2. Secure multiple copies of heavily-used materials and replace worn and outdated materials.

Objective 3: To develop appropriate specialized instructional materials for Nebraska audiences of preservice teachers and administrators.

Activities

1. Plan, design, and produce mainstreaming-relevant and locally adapted informational booklets and pamphlets.
2. Produce an information newsletter to keep Teachers College faculty informed of activities and materials relevant to mainstreaming implementation.
3. Cooperate with student teacher supervisors, cooperating teachers, building administrators, and students in the development of instructional media (e.g., videotapes) especially appropriate for use with student teachers who, due to circumstances existing within their student teaching environment, have limited opportunity to work with handicapped students.

Goal 6: To provide a comprehensive system of evaluation for the Project, which includes monitoring of the management functions of the Project, formative evaluation focusing on instructional and curriculum changes, and summative evaluation of substantive outcomes of the Project.

Objective 1: To continue to implement the procedures of Goal Attainment Scaling in the evaluation of the Dean's Grant Project.

Activities

1. Analyze data gathered during the 1979-80 Project year to identify the extent of goal attainment and use results to revise relative weights and expected levels of attainment for Project goals and objectives.

2. Continue to gather data regarding attainment of Project objectives and activities as related to Project management functions and formative and summative outcomes.
3. Calculate (a) Goal Attainment score(s) for Project goals and for the Project as a whole.

Objective 2: To continue previous evaluation efforts to measure cognitive, affective, and performance trends of Teachers College graduates in relation to the education of handicapped students.

Activities

1. Continue previously-begun data gathering on each successive cohort of graduating teachers and administrators of the Teachers College program through use of the UNL survey questionnaire.
2. Continue previously-begun data gathering of Teachers College freshmen through use of the UNL survey questionnaire.
3. Gather followup data from teachers and administrators who are graduates of the Nebraska program to determine the adequacy and permanence of Teachers College training on the education of the handicapped.

Objective 3: Secure internal and external evaluation for efforts of the Dean's Grant Project.

Activities

1. Periodically present segments of the Teachers College interdisciplinary programs for review by advocacy groups and appropriate agency personnel to solicit feedback on the adequacy of such programs from these perspectives.
2. Annually review progress with the Advisory Council of the Dean's Grant Project.

APPENDICES

Appendix A
Nebraska Report of Handicapped Children
Receiving Special Education and Related Services

STATE OF NEBRASKA
 DEPARTMENT OF EDUCATION
 DIVISION OF SPECIAL EDUCATION
 STATE EDUCATION AGENCY REPORT FOR HANDICAPPED
 CHILDREN (Public Law 94-142)
 REPORT OF HANDICAPPED CHILDREN RECEIVING
 SPECIAL EDUCATION AND RELATED SERVICES

SECTION A
 GENERAL

1. NAME OF STATE
 (Type or print
 in all capitals)

2. REPORT DATE (The State
 educational agency shall
 submit this report no
 later than April 1)
 MONTH DAY YEAR

FORM APPROVED
 ONE NO. 51-R1205

78/79

SECTION B - CHILD COUNT (See attached instructions)
 CHILDREN RECEIVING SPECIAL EDUCATION AND RELATED SERVICES

MAJOR HANDICAPPING DISABILITY	NUMBER OF CHILDREN AGED 3 THROUGH 5 (1)	NUMBER OF CHILDREN AGED 6 THROUGH 17 (2)	NUMBER OF CHILDREN AGED 18 THROUGH 20* (3)
	December 1	December 1	December 1
1. MENTALLY RETARDED	309	6637	664
2. HARD OF HEARING	48	365	28
3. DEAF			
4. SPEECH IMPAIRED	1709	9369	24
5. VISUALLY HANDICAPPED	19	109	11
6. SERIOUSLY EMOTIONALLY DISTURBED	20	1379	17
7. ORTHOPEDICALLY IMPAIRED	79	324	21
8. OTHER HEALTH IMPAIRED			
9. SPECIFIC LEARNING DISORDER	127	9042	233
10. DEAF-BLIND ***			
11. MULTIHANDICAPPED	10	100	20
12. TOTAL (Sum of Lines 1 through 11)	2321	27325	1018

SECTION C - CERTIFICATION

I CERTIFY that these data represent an accurate and unduplicated count of handicapped children receiving special education and related services.

AUTHORIZED STATE OFFICIAL

1. NAME AND TITLE (Type or print in all capitals)

M. ANNE CAMPBELL, COMMISSIONER

2. SIGNATURE

M. Anne Campbell

3. DATE OF OFFICIAL SIGNATURE

1/30/79

No further monies or other benefits may be paid out under this program unless this report is completed and filed as required by
 P.L. 94-142, Section 611(a)(3)

OE Form 9058, 6/78 Replaces OE Form 9058, 10/76

Revised October 23, 1978

*Nebraska law indicates the age grouping as 18 to 21.

**Designated in Nebraska as Acoustically Handicapped.

***Included in Multihandicapped.

Appendix B
Content Areas for Teachers College
Integrated Mainstream Curriculum

Dean's Mainstreaming Project
University of Nebraska-Lincoln

CONTENT AREAS FOR TEACHERS COLLEGE INTEGRATED MAINSTREAM CURRICULUM

1. Student Awareness and Attitudes
 - a. Assessment of attitudes toward the handicapped
 - b. Awareness of the effects of "labeling"
 - c. Relationship of teacher attitudes and values and teaching effectiveness
2. Historical and Philosophical Perspectives
 - a. Institutional environments
 - b. Public school special classes
 - c. Parent advocates and parent rights
3. Litigation and Legislation
 - a. Rationale for legislation
 - b. State Law LB 402 and Rule 51
 - c. Federal Law P.L. 94-142
 - d. Section 504 and other related legislation
 - e. Implications of litigation and legislation for educators, parents and students
4. Delivery Systems and Programming Approaches
 - a. Rationale for a variety of programs and approaches
 - b. The Least Restrictive Environment and a Continuum of Services
 - c. Programming models including mainstreaming, the resource room, and the self-contained classroom
 - d. The Individual Education Plan (IEP)

5. Definitions and Characteristics of Children with a Variety of Handicapping Conditions
 - a. P.L. 94-142 definitions of handicapping conditions
 - b. Social-emotional, physical and cognitive development of children with handicapping conditions and comparisons of similarities and differences among the handicapped and non-handicapped
 - c. Implications of the developmental characteristics of children with handicapping conditions for teaching
6. Communication/Cooperation Among Regular Educators, Support Personnel, and Parents to Provide Individualized Education
 - a. Initial referral and classroom observation techniques
 - b. Assessment: formal and informal
 1. Determining learner needs and learning style
 2. Developing precise presenting problems
 - c. Staffing process: adoption and/or revision of Individual Education Program
 - d. Curriculum analysis in the regular classroom and student match
 1. Developing task analysis and instructional strategies
 2. Selecting and adapting curriculum
 3. Methods for monitoring student progress
 - e. Classroom arrangements and instructional settings
 - f. Integrating student evaluation reports with school grading and reporting policy

Appendix C
Paradigm for Course Integration
of Mainstream Curriculum

PARADIGM FOR COURSE INTEGRATION OF MAINSTREAM CURRICULUM

Major Content Area	Introduced	Developed	Applied to Subjects	Experientially Implemented	Synthesized
1. Awareness and Attitudes	*HPE 131	All Teachers College Undergraduate Courses and Student Teaching Experiences		Seminars Accompanying	
2. Historical and Philosophical Perspectives	HPE 131	All Teachers College Undergraduate Courses and Student Teaching Experiences		Elementary and	
3. Litigation and Legislation	HPE 131	All Teachers College Undergraduate Courses and Student Teaching Experiences		Secondary Education	
4. Delivery Systems and Programming Approaches	HPE 131	All Teachers College Undergraduate Courses and Student Teaching Experiences		Student Teaching Experience	
5. Definitions of Handicapping Conditions and Child Characteristics	EPM 261	EPM 261	E1. Ed. & Sec. Ed. Methods Courses	Student Teaching & Other Field Experiences	
6. Communication/Cooperation among Regular Educators, Support Personnel, and Parents to provide Individualized Education	EPM 362	EPM 362 E1. Ed. & Sec. Ed. Methods Courses	E1. Ed. & Sec. Ed. Methods Courses/ Practicums	Student Teaching & Other Field Experiences	

*HPE History and Philosophy of Education
 EPM Educational Psychology and Measurements
 E1. Ed. Elementary Education
 Sec. Ed. Secondary Education

Appendix D
Instructional Unit Outline Form

Instructional Unit Outline Form

Part One--Course Information

I. Instructor _____ Course Title _____

Dept. _____ Fresh _____ Soph _____ Jr _____ Sr _____

of students _____

II. Integrated Mainstream Curriculum Competency Area/s that will be implemented in your course.

III. How many class periods will you devote to this unit of instruction?

IV. General Goal Statement:

V. Specific Objective/Competencies:

Part Two--Instructional Unit Development

I. Learning Activities:

II. Method for Evaluation of Students:

III. Materials and Media:

IV. Support Services (Human/Agency consultants):

Appendix E
Elementary Education Mainstream Competencies

ELEMENTARY EDUCATION MAINSTREAM COMPETENCIES

The Department of Elementary Education expects its graduates to be able to:

1. State a rationale for mainstreaming children with handicaps.
2. Identify a handicapped child in a school setting.
3. Demonstrate an understanding of the special needs of the mainstreamed child.
4. Demonstrate the ability to analyze his/her own attitudes, prejudices, feelings, and reactions which might influence interactions with handicapped children.
5. Describe types of programs for mainstreaming the handicapped and identify the organizational pattern used in a specific school.
6. Demonstrate a knowledge of the federal and state legislation relevant to mainstreaming handicapped children in the regular classroom.
7. Interpret Nebraska's legislation regarding reimbursable programs for mainstreaming handicapped children.
8. Describe the roles of resource teachers, classroom teachers, and other school personnel in developing an Individual Education Program (IEP) for a mainstreamed child.
9. Demonstrate a knowledge of the services and resources available to the classroom teacher to help him/her meet the special needs of handicapped children who may be mainstreamed in his/her classroom.
10. Describe parent's rights to be involved in decisions made about the instructional program of the mainstreamed child and methods to include parents in the decision making process.
11. Demonstrate the skill needed to develop an IEP for a handicapped child, utilizing an understanding of level of cognitive development, level of functioning, learning style, and limitations of the handicapping conditions.
12. Demonstrate the skill needed to select and/or design a variety of appropriate instructional materials and strategies to implement an IEP in the classroom.
13. Demonstrate techniques for evaluating the effectiveness of instructional strategies used to implement an IEP.

Appendix F

**Credentials Letter for Student Record Documentation
Describing Mainstream Preparation**

June 20, 1979

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TEACHERS COLLEGE
OFFICE OF THE DEAN

Students completing the four year undergraduate teacher education program at the University of Nebraska-Lincoln after January 1, 1979, have been taught the knowledge and skills necessary for teaching handicapped students in the "mainstream" of the regular classroom. Rather than having a specific course in "mainstreaming," appropriate curriculum is integrated throughout the Teachers College courses and student teaching experiences. Therefore, specific course(s) in "mainstreaming" will not appear on a student's transcript.

"Mainstream curriculum" covers the following content areas:

1. Student Awareness and Attitudes
 - a. Assessment of attitudes toward the handicapped
 - b. Awareness of the effects of "labeling"
 - c. Relationship of teacher attitudes and values and teaching effectiveness
2. Historical and Philosophical Perspectives
 - a. Institutional environments
 - b. Public school special classes
 - c. Parent advocates and parent rights
3. Litigation and Legislation
 - a. Rationale for legislation
 - b. State Law LB 403 and Rule 51
 - c. Federal Law P.L. 94-142
 - d. Section 504 and other related legislation
 - e. Implications of litigation and legislation for educators, parents and students
4. Delivery Systems and Programming Approaches
 - a. Rationale for a variety of programs and approaches
 - b. The least restrictive environment and a continuum of services
 - c. Programming models including mainstreaming, the resource room and self-contained classroom
 - d. The individual education plan (IEP)
5. Definitions and Characteristics of Children with a Variety of Handicapping Conditions
 - a. P.L. 94-142 definitions of handicapping conditions
 - b. Social-emotional, physical and cognitive development of children with handicapping conditions and comparisons of similarities and differences among the handicapped and non-handicapped
 - c. Implications of the developmental characteristics of children with handicapping conditions for teaching
6. Communication/Cooperation Among Regular Educators, Support Personnel and Parents to Provide Individualized Education
 - a. Initial referral and classroom observation techniques
 - b. Assessment: formal and informal
 1. Determining learner needs and learning styles
 2. Developing precise presenting problems
 - c. Staffing process: adoption and/or revision of individual education program
 - d. Curriculum analysis in the regular classroom and student match
 1. Developing task analysis and instructional strategies
 2. Selecting and adapting curriculum
 3. Methods for monitoring student progress
 - e. Classroom arrangements and instructional settings
 - f. Integrating student evaluation reports with school grading and reporting policy

Various components of the above curriculum are included in the following courses required of all certification candidates:

History & Philosophy of Education 131 or 331
Educational Psychology & Measurements 261 and 362
Special Methods courses in Elementary and Secondary Education
Student Teaching in Elementary Education (401) and Secondary Education (423)

Appendix G

**Dean's Grant Technical Assistance
to Colleges and Universities**

AGENDA

EDUCATION OF THE HANDICAPPED
WORKSHOP

Jointly Sponsored by the University of Nebraska - Lincoln Dean's
Grant and the Nebraska Association of Colleges for Teacher Education

May 18, 1979

at
Villager Motel
Heritage Room

- | | |
|---------------|--|
| 8:30 - 8:45 | Registration, coffee and rolls, get acquainted |
| 8:45 - 9:00 | Welcome - Dean Robert Egbert, Dean Teachers College,
UNL, and Dr. Norris Patschke, President, Nebraska
Association of Colleges for Teacher Education |
| 9:00 - 9:30 | History of P.L. 94-142 - Dr. Stan Vasa, Associate
Professor, Special Education, UNL |
| 9:30 - 10:00 | Implications for schools - Ms. Judy Pruess, Director,
Special Education, Concordia Teachers College |
| 10:00 - 10:15 | Break |
| 10:15 - 11:00 | Implications for higher education - Dean Dale Scannell,
Dean School of Education, Kansas University |
| 11:00 - 11:45 | General discussion and questions from the floor |
| 11:45 - 1:00 | Lunch |
| 1:00 - 1:30 | UNL Dean's Mainstreaming Grant model - Dr. Donna
Aksamit, Mainstream Project Administrator, Mr.
Robert Saf, Mainstream Project Educational
Coordinator, UNL |
| 1:30 - 2:00 | Kearney State College Mainstreaming model - Dean
Leonard Skov, Dean School of Education, Kearney
State College |
| 2:00 - 3:00 | Back home programs work session; assessment of
present programming in light of implications |
| 3:00 - 3:15 | Break |
| 3:15 - 4:00 | Back home work session continued; planning for next
steps back home |

Workshop "Handy Dandy" Checklist
To Assess Back Home Program Regarding
Mainstreaming and Its Implications
for Preservice Teacher Training

1. Do you generally agree with the curriculum models presented today?
Are the basic content areas satisfactory?
2. Considering the basic curriculum model, what is your program presently doing regarding preservice teacher training? What content areas are covered? Where in your program does this occur? Who delivers this instruction?
3. How does your program compare with the total suggested mainstream curriculum? Are there obvious gaps, etc.?
4. UNL is attempting to completely integrate instructors, KU is developing and implementing instructional modules, some institutions have established a required course; what do you think would be a likely approach for your program?
5. List the procedures that you feel would be necessary to incorporate a mainstream education curriculum plan into your teacher education program.
Consider:
 - A. Planning process
 - B. Decision making process
 - C. Material development and instructional processes
 - D. Inservice for faculty
 - E. Evaluation of students and student records
 - F. Certification requirements

Peru State College	Esther P. Divney, Ed. D.	Acting-Chairman
Name of college/university	Person responding	Division of Education

1. _____ We need another state-wide workshop for our faculty with specific work sessions to learn about mainstreaming and then to develop curriculum and instructional materials for our preservice classes.

2. ☒ Our faculty would benefit from a state-wide workshop; but for reasons that you did not state above.

_____ It is wise for our faculty to have the opportunity
_____ to compare our thoughts and efforts of presentation and
_____ developing curriculum and instructional materials in the
_____ area of mainstreaming with the work of others.
(reasons)

3. _____ We would like to conduct our own workshop for faculty with support from Nebraska ACTE and Dean's Grant staff.

4. _____ (general goals of individual workshop)
_____ Nos. 1-3 do not cover our thoughts. Here is how we envision
_____ future activities.

5. _____ Thank you for your interest, however, we do not foresee the need for any assistance.

Comments:

_____ I, Esther P. Divney, am responding to this followup of the
_____ May 18, 1979 Mainstreaming Conference rather than Dr. Land to
_____ whom the questionnaire was addressed. Dr. Land is no longer
_____ at Peru State College. On July 2, 1979 I assumed the duties
_____ of Acting-Chairman of the Division of Education.

Esther P. Divney
Esther P. Divney, Ed. D.
Acting-Chairman
Division of Education

Appendix H
Expected Level of Attainment
for Project Activities for 1978-1979

EXPECTED LEVEL OF ATTAINMENT
FOR PROJECT ACTIVITIES FOR 1978-1979

Goal 1: To provide leadership and technical guidance to the faculty of Teachers College in the process of formally adopting a revised curriculum designed to insure that preservice teacher educators are qualified to participate effectively and humanely in the education of all handicapped youth.

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 78-79	Expected Level of Attainment for Selected Project Activities for 78-79
30%	1. To assist Teachers College departments in the preparation of the highest possible quality instruction and practicum experiences for inclusion in an interdisciplinary curriculum relating to the education of handicapped students.	60%	1. Meet with Teachers College faculty in departmental groups to secure general agreements on the nature of each department's participation in the interdisciplinary program for preparing regular education personnel for the education of the handicapped. 2. Initiate departmental processes for the selection of courses targeted to contain components of the interdisciplinary curriculum. 3. Provide for consultative resources to assist Teachers College faculty in the development of high quality instruction which relates to the education of the handicapped in the regular classroom.	Attained 9/12/78 Attained 9/12/78 Higher than Expected: 80- 100% of faculty completes Instructional Unit Outline by 12/31/78 Expected: 60- 80% of faculty completes Instructional

(Goal 1)

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 78-79	Expected Level of Attainment for Selected Project Activities for 78-79
	2. To provide technical assistance in the preparation of proposals to the Teachers College Curriculum Committee for course/practicum modification and for the initiation of new courses and practica within the interdisciplinary preparation program.	40%	4. Devise a common system or systems for monitoring the acquisition of competencies in courses and practica which are a part of the interdisciplinary preparation program.	Unit Outline by 12/31/78 Lower Than Expected: Less than 60% of faculty completes Instructional Unit Outline by 12/31/78 Higher Than Expected: Monitoring procedure developed prior to 10/31/78 Expected: Monitoring procedure developed by 10/31/78 Lower Than Expected: Monitoring procedure developed as of 10/31/78

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(Goal 1)

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 78-79	Expected Level of Attainment for Selected Project Activities for 78-79
			5. Negotiate a shared system for reporting competencies relating to the education of the handicapped on student transcripts.	Higher Than Expected: Approved reporting and recording procedure developed prior to 12/31/78 Expected: Approved reporting and recording procedure developed by 12/31/78 Lower Than Expected: Approved reporting and recording procedure not developed as of 12/31/78

Goal 2: To initiate a special program designed to formalize curriculum revision which provides necessary competencies to preservice building level administrators to enable them to effectively support the education of all handicapped students in a least restrictive environment.

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 78-79	Expected Level of Attainment for Selected Project Activities for 78-79
30%	1. To provide an awareness of concepts relating to the education of the handicapped for the regular and adjunct faculty of the University of Nebraska-Lincoln Department of Educational Administration.	50%	11. Conduct one or more meetings involving Dean's Grant staff and members of the Department of Educational Administration to increase familiarity with concepts pertaining to education of the handicapped.	Higher Than Expected: 50-100% of Ed. Admin. faculty involved in formal contact with Project staff by 5/31/79 Expected: 40-50% of Ed. Admin. faculty involved in formal contact with Project staff by 5/31/79 Lower Than Expected: Less than 40% of Ed. Admin. faculty involved in formal contact with Project staff by 5/31/79

(Goal 2)

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 78-79	Expected Level of Attainment for Selected Project Activities for 78-79
	2. To develop an integrated sequence of courses and experiences within the preservice certification program for building level administrators relating to administrative leadership in the education of the handicapped.	50%	12. Assist the Department of Educational Administration in the identification of key courses comprising the curriculum which will provide content and experiences relating to the education of the handicapped.	Higher Than Expected: Needs assessment completed by 5/31/79 Expected: Needs assessment plan approved and instrument developed by 5/31/79 Lower Than Expected: Needs assessment plan not approved as of 5/31/79
			13. Conduct two or more instructional development workshops for faculty with the Department of Educational Administration to enable them to modify their courses to relate to the education of the handicapped.	Higher Than Expected: One workshop conducted by 5/31/79 Expected: No workshops before 5/31/79 Lower Than Expected: Not applicable

(Goal 2)

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 78-79	Expected Level of Attainment for Selected Project Activities for 78-79
			14. Assist individual faculty in the development of instructional and practicum experiences which will increase the ability of building-level administrator to effectively provide for educational alternatives for handicapped students.	Higher Than Expected: One or more faculty completing an Instructional Unit Outline on a pilot program basis. Expected: No faculty involved in completing Instructional Unit Outline Lower Than Expected: Not applicable

Goal 3: To provide technical assistance in faculty development and adoption of curriculum change to member colleges and universities in the Nebraska Consortium for Special Education.

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 78-79	Expected Level of Attainment for Selected Project Activities for 78-79
10%	1. To provide member colleges and universities of the Consortium with assistance in staff development and curriculum modification relating to the education of the handicapped in the regular classroom.	100%	18. Make individual on-site technical assistance visits to the Consortium member colleges and universities to provide direct guidance, feedback, and support regarding their instructional development and curriculum modification efforts.	Higher Than Expected: Three or more site visits by 5/31/79 Expected: Letter of introduction offering service by 9/31/78 with two site visits completed by 5/31/79 Lower Than Expected: No site visits completed by 5/31/79

03

Goal 4: To expand the competence of an increased number of Teachers College faculty, student teacher supervisors, and cooperating teachers, enhancing their instruction and supervision experiences related to the education of handicapped students in the regular classroom.

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 78-79	Expected Level of Attainment for Selected Project Activities for 78-79
10%	1. To provide for faculty development educational experiences	100%	21. Conduct instructional development workshops patterned after the mode of the Integrated Mainstreaming Studies workshop to permit faculty to design instruction relating to the education of handicapped students. 23. Provide all Teachers College faculty with information on a continuing basis which will enhance their knowledge of processes in the education of handicapped students.	Higher Than Expected: Two workshops; one each in Fall '78 and Spring '79 semesters. Expected: One workshop conducted by 5/31/79 Lower Than Expected: No workshops conducted. Higher Than Expected: More than 7 mailings of collected information and reviews of new material to faculty members by 5/31/79

(Goal 4)

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 78-79	Expected Level of Attainment for Selected Project Activities for 78-79
				Expected: At least 7 mailings of collected information and reviews of new materials to faculty members by 5/31/79 Lower Than Expected: Less than 7 mailings of collected information and reviews of new materials to faculty members by 5/31/79

Goal 5: To strengthen the capability of the Dean's Grant Project to provide high-quality instructional materials pertaining to the education of the handicapped student to the faculty of the Teachers College and to share these resources with member institutions of the Nebraska Consortium for Special Education.

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 78-79	Expected Level of Attainment for Selected Project Activities for 78-79
10%	1. To enhance the materials resource base of the Dean's Grant Project	100%	Review and select instructional materials on the education of the handicapped and disseminate them on a regular basis to Teachers College departments.	This is an ongoing activity. Expected levels are not appropriate as we have no way to determine how much material we will review in any year.

Goal 6: To provide a comprehensive system of evaluation for the Project, which includes monitoring of the management functions of the Project, formative evaluation focusing on instructional and curriculum changes and summative evaluation on substantive outcomes of the Project.

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 78-79	Expected Level of Attainment for Selected Project Activities for 78-79
10%	1. To implement the procedures of Goal Attainment Scaling in the evaluation of the Dean's Grant Project.	50%	33. Estimate the expected levels of attainment for Project objectives and assign relative weights to the proposed objectives. 34. Evaluate the attainment of general Project objectives on a yearly basis and of management features of the Project on a quarterly basis, as feedback is desired.	Attained 9/1/78 Higher Than Expected: Not applicable Expected: Yearly attainment review conducted on or about 5/15/79 quarterly management review scheduled 9/78 12/78, 3/79, 5/79. Lower Than Expected: No reviews conducted 87

(Goal 6)

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 78-79	Expected Level of Attainment for Selected Project Activities for 78-79
	2. To continue previous evaluation efforts to measure affective and performance trends of Teachers College graduates in relation to the education of handicapped students.	40%	36. Continue previously-begun data gathering on each successive cohort of graduating teachers and administrators of the Teachers College program.	Higher Than Expected: Not applicable Expected: Fall surveys mailed 11/78, and returns analyzed by 3/79; spring surveys mailed 3/79 and returns analyzed by 7/79 Lower Than Expected: Not continued
	3. Secure internal and external evaluation for efforts of the Dean's Grant Project.	10%	39. Contract for third party evaluation in the first and third years of the Project.	

Appendix I

University Teacher Preparation Project Survey

UNIVERSITY TEACHER PREPARATION PROJECT SURVEY

1. Name _____ Date _____
 last first
Address _____ Phone _____
 street

city state zip Sex: F M
2. Name and address of person who could forward materials to you
(for potential follow-up)
Name _____
 last first
Address _____
 street

city state zip
3. Major _____
_____ Elementary Education _____ specify endorsements
_____ Secondary Education _____ specify endorsements
_____ Special Education _____ specify endorsements
Other (please specify) _____

4. Within your UN-L program, did you actually work with any special needs children? For those circled yes, please specify your role at the time (e.g., student teacher, teacher aide, practicum students, etc.)

			<u>ROLE</u>
a. Auditorily handicapped	no	yes	_____
b. Speech handicapped	no	yes	_____
c. Visually handicapped	no	yes	_____
d. Seriously emotionally disturbed	no	yes	_____
e. Learning disabled	no	yes	_____
f. Crippled and other health impaired	no	yes	_____
g. Educable mentally retarded	no	yes	_____
h. Trainable mentally retarded	no	yes	_____
i. Multihandicapped	no	yes	_____
j. Gifted	no	yes	_____

5. Indicate the level of confidence you now have in planning for and teaching children with special needs in the regular classroom.

<u>no</u> <u>confidence</u>		<u>some</u> <u>confidence</u>		<u>highly</u> <u>confident</u>
1	2	3	4	5

6. For each of the following statements, please indicate your extent of agreement or disagreement. (SA-strongly agree, A-agree, U-undecided, or D-disagree, SD-strongly disagree)

- | | |
|--|-------------|
| a. Placing a handicapped student in a regular classroom is likely to subject him/her to considerable ridicule. | SA A U D SD |
| b. When a mildly handicapped student is placed in a special classroom rather than a regular classroom, his academic achievement is usually better. | SA A U D SD |
| c. For the teacher with a handicapped child in the regular classroom, additional time for curricular and instructional planning is necessary. | SA A U D SD |
| d. As a result of the mainstreaming movement, services for the handicapped child have been improved. | SA A U D SD |
| e. Handicapped student ordinarily form positive relationships with the regular classroom teacher. | SA A U D SD |
| f. Handicapped students have a good chance of having their academic needs neglected in the regular classroom. | SA A U D SD |
| g. Integrating handicapped students into the regular classroom may interfere with the instruction of the other students. | SA A U D SD |
| h. A handicapped student will likely form positive relationships with the other children in the regular classroom. | SA A U D SD |
| i. There is not enough time in the regular class teacher's day to effectively teach both handicapped and nonhandicapped learners. | SA A U D SD |
| j. A handicapped child is likely to be an interference to the education that takes place in the regular classroom because he/she presents a discipline problem. | SA A U D SD |
| k. Having a handicapped child in the regular classroom means that class size should be reduced to insure that he or she is not neglected. | SA A U D SD |
| l. For their own well-being, handicapped children should not be placed in regular classrooms. | SA A U D SD |
| m. Without extensive assistance (aides, resource teachers, materials, etc.) integration of handicapped children into the regular classroom is exceedingly difficult. | SA A U D SD |
| n. I am not temperamentally suited to work with handicapped children. | SA A U D SD |

Appendix J

**Expected Level of Attainment
for Project Activities for 1980-1981**

EXPECTED LEVEL OF ATTAINMENT
FOR SELECTED PROJECT ACTIVITIES FOR 1980-1981

Goal 1: To provide leadership and technical assistance to the faculty of Teachers College in the process of formally adopting a revised curriculum designed to ensure that preservice teacher educators are qualified to participate effectively and humanely in the education of all handicapped youth.

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 1980-1981	Expected Level of Attainment for Selected Project Activities 1980-1981
15%	1. To assist Teachers College departments in the preparation of the highest possible quality instruction and practicum experiences for inclusion in an interdisciplinary curriculum relating to the education of handicapped students.	50%	1. Continue support for and maintenance of Teachers College departments' participation in the interdisciplinary program for preparing regular education personnel for the education of the handicapped by conducting periodic meetings with department chairpersons and faculty. 2. Provide for consultative resources to assist Teachers College faculty in the development of high-quality instruction which relates to the education of the handicapped in the regular classroom.	Higher than Expected: six or more meetings held by 5/31/81. Expected: four meetings held by 5/31/81. Lower than Expected: fewer than four meetings held by 5/31/81. Consultation is an ongoing activity in which levels of attainment are not applicable.

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 1980-1981	Expected Level of Attainment for Selected Project Activities 1980-1981
			3. Continuously review and update specific content related to the education of the handicapped in the regular classroom to be presented in designated Teachers College courses.	Review/updating process is an ongoing activity in which levels of attainment are not applicable.
			4. Continue to review, update, and write competencies for curriculum to be presented in each of the designated courses using mainstreaming "model" approach through collaboration of regular education faculty, special education faculty, and Project staff.	Higher than Expected: four or more formal/small group meetings held by 5/31/81. Expected: two formal/small group meetings held by 5/31/81. Lower than Expected: one or no formal/small group meetings held by 5/31/81.
			5. Continue to update and document goals, objectives, competencies, learning activities, media, and evaluation processes through completion of Instructional Unit Outline for each of the courses designated to teach specific curriculum related to the education of the handicapped in the regular classroom.	Higher than Expected: 95-100% of faculty from designated courses completed Instructional Unit Outlines by 5/31/81. Expected: 80-95% of faculty from designated courses completed Instructional Unit Outlines by 5/31/81. Lower than Expected: fewer than 80% of faculty from designated courses completed Instructional Unit Outlines by 5/31/81.

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 1980-1981	Expected Level of Attainment for Selected Project Activities 1980-1981
	2. To assist Teachers College in the use of the already devised system for monitoring and recording student acquisition of information, knowledge, and skills related to the education of the handicapped in the regular classroom.	25%	1. Review and continuously improve the implemented system for monitoring the acquisition of competencies in courses and practica which are part of the interdisciplinary preparation program. 2. Provide faculty and students of Teachers College with information on curriculum change and certification requirements of Nebraska and other states and settings as they impact on UNL graduates seeking employment. 3. Review and continuously improve the system for reporting the acquisition of competencies relating to the education of the handicapped on student records.	Review to occur on an ongoing basis in which levels of attainment are not applicable. Higher than Expected: information provided five or more times by 5/31/81. Expected: information provided four times by 5/31/81. Lower than Expected: information provided fewer than four times by 5/31/81. System to be reviewed/improved on an ongoing basis in which levels of attainment are not applicable.
	3. To facilitate Teachers College communications among contributors to the curriculum revision process leading to the development of the interdisciplinary preparation program. This includes potential for establishment of credit hours.	25%	1. When appropriate, meet with Teachers College Curriculum Committee to seek advice for departments who are preparing proposals to the Curriculum Committee as part of the interdisciplinary preparation program.	Meetings initiated by department chairpersons; expected levels of attainment not applicable.

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 1980-1981	Expected Level of Attainment for Selected Project Activities 1980-1981
			2. Meet periodically with the Teachers College Chairpersons Council to share progress of departments, committees, and individual faculty toward formalization of the interdisciplinary preparation program.	Higher than Expected: Dean's Grant staff met three or more times with Teachers College Chairpersons Council by 5/31/81. Expected: Dean's Grant staff met twice with Teachers College Chairpersons Council by 5/31/81. Lower than Expected: Dean's Grant staff did not meet with Teachers College Chairpersons Council by 5/31/81.

Goal 2: To cooperate with faculty who prepare building-level administrators in the development and implementation of programs and materials which will enable such administrators to effectively support the education of all handicapped students in a least restrictive environment.

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 1980-1981	Expected Level of Attainment for Selected Project Activities 1980-1981
20%	1. To provide an awareness of concepts relating to the education of the handicapped for the regular and adjunct faculty of the University of Nebraska-Lincoln Department of Educational Administration.	35%	1. Conduct one or more meetings involving Dean's Grant staff and members of the Department of Educational Administration to increase familiarity with concepts pertaining to education of the handicapped.	Higher than Expected: 80-100% of Educational Administration faculty involved in formal contacts with Project staff by 5/31/81. Expected: 60-80% of Educational Administration faculty involved in formal contacts with Project staff by 5/31/81. Lower than Expected: fewer than 60% of Educational Administration faculty involved in formal contacts with Project staff by 5/31/81.
	2. To develop an integrated sequence of courses and experiences within the preservice certification program for building-level administrators relating to administrative leadership in the education of the handicapped.	65%	2. Conduct two or more instructional development workshops for faculty with the Department of Educational Administration to enable them to modify their courses to relate to the education of the handicapped.	Higher than Expected: two workshops conducted by 5/31/81. Expected: one workshop conducted by 5/31/81. Lower than Expected: no workshops conducted by 5/31/81.
			3. Assist faculty in the development of instructional and practicum experiences and materials which will increase the ability of building-level administrators to effectively provide for educational alternatives for handicapped students.	Higher than Expected: 80-100% of faculty completed Instructional Unit Outlines by 5/31/81. Expected: 60-80% of faculty completed Instructional Unit Outlines by 5/31/81. Lower than Expected: fewer than 60% of faculty completed Instructional Unit Outlines by 5/31/81.

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 1980-1981	Expected Level of Attainment for Selected Project Activities 1980-1981
			4. Disseminate appropriate instructional units and materials developed with the Department of Educational Administration to other Teachers College graduate level programs involved in the training of school personnel.	Higher than Expected: materials disseminated by 12/31/80. Expected: materials disseminated by 5/31/81. Lower than Expected: materials not disseminated by 5/31/81.

Goal 3: To provide technical assistance in faculty development and adoption of curriculum change to member colleges and universities in the Nebraska Consortium for Special Education.

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 1980-1981	Expected Level of Attainment for Selected Project Activities 1980-1981
20%	1. To collaborate with the Inservice Development Specialists to provide member colleges and universities of the Consortium with assistance in staff development and curriculum modification relating to the education of the handicapped in the regular classroom.	70%	1. Conduct one or more workshops to promote those attitudes, knowledges, and skills among regular education faculty of Consortium members which will enable them to initiate instructional and curriculum change within their respective institutions. 2. Make individual on-site technical assistance visits to the Consortium member colleges and universities to provide direct guidance, feedback, and support regarding their instructional development and curriculum modification efforts. 3. Plan and conduct small group meetings comprised of persons from the Consortium, the member college receiving technical assistance, and appropriate State Department personnel for the purpose of evaluating the technical assistance delivery system.	Higher than Expected: two workshops conducted by 5/31/81. Expected: one workshop conducted by 5/31/81. Lower than Expected: no workshops conducted by 5/31/81. Higher than Expected: ten on-site technical assistance visits completed by 5/31/81. Expected: five to seven on-site technical assistance visits completed by 5/31/81. Lower than Expected: four or fewer on-site technical assistance visits completed by 5/31/81. Higher than Expected: two or more meetings completed by 5/31/81. Expected: one meeting completed by 5/31/81. Lower than Expected: no meetings conducted by 5/31/81.

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 1980-1981	Expected Level of Attainment for Selected Project Activities 1980-1981
	2. To collaborate with the Nebraska Association of Colleges of Teacher Educating (NACTE) to provide technical assistance to all Nebraska colleges as they implement programs addressing education of the handicapped.	30%	1. Meet regularly with representatives of NACTE and AACTE to plan and coordinate efforts and activities of institutions of higher education. 2. Continue to collaborate with NACTE to provide workshops, on-site technical assistance, and materials to Nebraska colleges. Focus on sharing of personnel and financial arrangements.	Higher than Expected: three or more meetings conducted by 5/31/81. Expected: two meetings conducted by 5/31/81. Lower than Expected: no meetings conducted by 5/31/81. Higher than Expected: not applicable Expected: one workshop conducted, one technical assistance visit completed, and one meeting completed by 5/31/81. Lower than Expected: no collaboration provided by 5/31/81.

Goal 4: To expand the competence of an increased number of Teachers College faculty, student teacher supervisors, and cooperating teachers, enhancing their instruction and supervision experiences related to the education of handicapped students in the regular classroom.

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 1980-1981	Expected Level of Attainment for Selected Project Activities 1980-1981
15%	1. To provide for faculty development experiences.	100%	2. Conduct instructional development workshops patterned after the model of the Integrated Mainstreaming Studies workshop to permit faculty to design instruction relating to the education of handicapped students. 3. Coordinate workshop experiences for student teacher supervisors, for cooperating teachers, and building administrators to assist them in managing and documenting experiences of student teachers with handicapped students in the regular classroom. 4. Provide all Teachers College faculty with information on a continuing basis which will enhance their knowledge of processes in the education of handicapped students.	Higher than Expected: two or more workshops conducted by 5/31/81. Expected: one workshop conducted by 5/31/81. Lower than Expected: no workshops conducted by 5/31/81. Higher than Expected: two or more workshops conducted by 5/31/81. Expected: one workshop conducted by 5/31/81. Lower than Expected: no workshops conducted by 5/31/81. Higher than Expected: six or more newsletters disseminated by 5/31/81. Expected: four to five newsletters disseminated by 5/31/81. Lower than Expected: fewer than four newsletters disseminated by 5/31/81.

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 1980-1981	Expected Level of Attainment for Selected Project Activities 1980-1981
			5. Support participation of faculty in state, regional, and national workshops and meetings which will provide them with increased ability to design instruction to prepare preservice educators for the education of the handicapped.	Higher than Expected: faculty members attended four or more such meetings by 5/31/81. Expected: faculty members attended two to three such meetings by 5/31/81 Lower than Expected: faculty members attended no such meetings by 5/31/81.

Goal 5: To strengthen the capability of the Dean's Grant Project to provide high-quality instructional materials pertaining to the education of the handicapped to the faculty of the Teachers College and to share these resources with member institutions of the Nebraska Consortium for Special Education.

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 1980-1981	Expected Level of Attainment for Selected Project Activities 1980-1981
15%	1. To enhance the materials resource base of the Dean's Grant Project.	40%	1. Review and select instructional materials on the education of the handicapped and disseminate them on a regular basis to Teachers College departments.	Higher than Expected: materials disseminated six or more times by 5/31/81. Expected: materials disseminated five times by 5/31/81. Lower than Expected: materials disseminated fewer than five times by 5/31/81.
			2. Participate in the design of systems for sharing instructional materials among member colleges of the Nebraska Consortium.	Higher than Expected: four or more mailings to members of the Consortium completed by 5/31/81. Expected: three mailings to members of the Consortium completed by 5/31/81. Lower than Expected: no mailings to members of the Consortium completed by 5/31/81.
	2. To increase the delivery capacity of the existing systems of the Dean's Grant Project.	10%	1. Increase the utilization of the Instructional Design Center of Teachers College as a resource center for self instructional packages, film and videotape materials, and printed materials pertaining to the education of the handicapped.	Higher than Expected: 80-100% of Teachers College students utilize Center by 5/31/81. Expected: 60-80% of Teachers College students utilize Center by 5/31/81. Lower than Expected: fewer than 60% of Teachers College students utilize Center by 5/31/81.

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 1980-1981	Expected Level of Attainment for Selected Project Activities 1980-1981
			2. Secure multiple copies of heavily-used materials and replace worn and outdated materials.	This is an ongoing activity; expected levels of attainment are not applicable.
	3. To develop appropriate specialized instructional materials for Nebraska audiences of preservice teachers and administrators.	50%	1. Plan, design, and produce mainstreaming-relevant and locally adapted informational booklets and pamphlets.	Higher than Expected: two or more such booklets produced by 5/31/81. Expected: one such booklet produced by 5/31/81. Lower than Expected: no such booklets produced by 5/31/81.
			2. Produce an information newsletter to keep Teachers College faculty informed of activities and materials relevant to mainstreaming implementation.	Higher than Expected: five or more newsletters produced by 5/31/81. Expected: four newsletters produced by 5/31/81. Lower than Expected: fewer than four newsletters produced by 5/31/81.
			4. Cooperate with student teacher supervisors, cooperating teachers, building administrators, and students in the development of instructional media (e.g., videotapes) especially appropriate for use with student teachers who, due to circumstances existing within their student teaching environment, have limited opportunity to work with handicapped students.	Higher than Expected: two or more videotapes produced by 5/31/81. Expected: one videotape produced by 5/31/81. Lower than Expected: no videotape produced by 5/31/81.

Goal 6: To provide a comprehensive system of evaluation for the Project, which includes monitoring of the management functions of the Project, formative evaluation focusing on instructional and curriculum changes and summative evaluation of substantive outcomes of the Project.

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 1980-1981	Expected Level of Attainment for Selected Project Activities 1980-1981
15%	1. To continue to implement the procedures of Goal Attainment Scaling in the evaluation of the Dean's Grant Project.	30%	1. Analyze data gathered during the 1980-1981 Project year to identify the extent of goal attainment and use results to revise relative weights and expected levels of attainment for Project goals and objectives.	Higher than Expected: not applicable Expected: data analyzed by 5/31/81. Lower than Expected: data not analyzed by 5/31/81.
			2. Continue to gather data regarding attainment of Project objectives and activities as related to Project management functions.	Higher than Expected: not applicable Expected: yearly review conducted by 5/31/81. Quarterly reviews conducted by 9/80, 12/80, 3/81, 5/81. Lower than Expected: reviews not conducted by 5/31/81.
	2. To continue previous evaluation efforts to measure cognitive, affective, and performance trends of Teachers College graduates in relation to the education of handicapped students.	60%	1. Continue previously-begun data gathering on each successive cohort of freshmen and graduating teachers and administrators of the Teachers College program through use of the UNL survey questionnaire.	Higher than Expected: not applicable Expected: fall surveys administered/mailed by 11/80; spring surveys by 3/81; returns analyzed by 5/31/81. Lower than Expected: surveys not continued.

Goal Effort as % of Total Project	Key Objectives	Key Objectives as % of Goal Effort	Selected Activities for 1980-1981	Expected Level of Attainment for Selected Project Activities 1980-1981
			2. Continue previously-begun data gathering of Teachers College freshmen through use of the UNL survey questionnaire.	Higher than Expected: not applicable Expected: surveys administered by 9/80, 1/81 and analyzed by 3/81. Lower than Expected: surveys not continued.
			3. Gather followup data from teachers and administrators who are graduates of the Nebraska program to determine the adequacy and permanence of Teachers College training on the education of the handicapped.	Higher than Expected: not applicable Expected: surveys mailed by 3/81 and returns analyzed by 5/81. Lower than Expected: surveys not continued.
3. Secure internal and external evaluation for efforts of the Dean's Grant Project.		10%	1. Periodically present segments of the Teachers College interdisciplinary programs for review by advocacy groups and appropriate agency personnel to solicit feedback on the adequacy of such programs from these perspectives.	Higher than Expected: programs reviewed twice by education advocacy groups by 5/31/81. Expected: programs reviewed once by education advocacy groups by 5/31/81. Lower than Expected: programs not reviewed by education advocacy groups by 5/31/81.
			2. Annually review progress with the Advisory Council of the Dean's Grant Project.	Higher than Expected: not applicable Expected: one review meeting by the Advisory Council held by 5/31/81. Lower than Expected: no review meeting by the Advisory Council held by 5/31/81.

Appendix K

Vitae for Interdisciplinary Preparation Program Personnel

PERSONAL DATA

Name: Robert Lindsay Egbert
 Address: 101 Teachers College; University of Nebraska-Lincoln
 Present Position: Dean, Teachers College; University of Nebraska-Lincoln
 Director, Dean's Mainstreaming Grant

EARNED DEGREES

Ph.D. Cornell University, Ithaca, New York
 Major Area: Educational Psychology

M.A. Utah State University, Logan, Utah
 Major Area: Psychology

B.S. Utah State University, Logan, Utah
 Major Area: Psychology

PROFESSIONAL EXPERIENCE DIRECTLY RELATED TO EDUCATION OF THE HANDICAPPED

1971 to present: Dean, Teachers College, University of Nebraska

1975 to present: Director, Dean's Mainstreaming Grant, University of Nebraska-Lincoln

1967 - 1971 Director, Follow Through Program, USOE, Washington DC

1955 - 1967 Professor of Educational Psychology and Chairman of the Graduate Department of Education, Brigham Young University

1961 - 1963 Human Factors Scientist; Head, Administrative and Support Systems Activity of the Educational Research and Development Project, System Development Corporation, Santa Monica, CA

1952 - 1955 Senior Research Scientist, Human Resources Research Office, George Washington University, (assigned to Santa Monica office)

1950 - 1952 Assistant Professor of Psychology, Utah State University

1949 - 1950 Research Associate, New York State Education Department

PUBLICATIONS

"Reflections on the Past, Present, and Future of Special Education."
 In: Teacher Education Renegotiating Roles for Mainstreaming.
 Edited by Judith K. Grosenick and Maynard C. Reynolds, The Council for Exceptional Children, Reston, VA, 1978.

"Teacher Education in 1985 with Special Reference to the Exceptional Child: Ideal/Probable." (To be published in Teacher Education and Special Education, 1979.) Co-author Mary Kluender.

PERSONAL DATA

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Name: Donna L. Aksamit
Address: 204F Barkley; University of Nebraska-Lincoln
Present Position: Administrator - Dean's Mainstreaming Grant (½ FTE)
Inservice Development Specialist (½ FTE)

EARNED DEGREES

Ph.D. University of Nebraska-Lincoln; Department of Ed. Psych.
Major Area: Child Development and Special Education

M.A. University of Nebraska-Lincoln; Department of Ed. Psych.
Major Area: Guidance and Counseling

B.S. University of Nebraska-Lincoln; Elementary Education

PROFESSIONAL EXPERIENCE DIRECTLY RELATED TO EDUCATION OF THE HANDICAPPED

1978 to present: Dean's Mainstreaming Grant; Administrator (½ FTE)

1975 to present: Inservice Development Specialist; University of
Nebraska-Lincoln and State Department of Education

1973 - 1974 Substitute Teacher; Lincoln Public Schools
Guidance and Counseling and classes for the
Emotionally Disturbed, Developmentally Disabled and Deaf.

1971 - 1972 Graduate Assistant; University of Nebraska-Lincoln
Supervised student teachers of the Emotionally Disturbed.

1968 - 1971 Graduate Instructor; University of Nebraska-Lincoln
Courses Taught: Educational Psychology; Child Development.

1960 - 1964 Primary Teacher; Lincoln, NE, Laramie, WY, Denver, CO.

PUBLISHED DOCUMENTS/ARTICLES/VIDEOTAPES

"A Vehicle for Serving Handicapped Students in Nebraska." A co-authored booklet issued (5000 copies) by the Nebraska Department of Education and Teachers College: University of Nebraska-Lincoln, 1976.

Video Tapes - "Educational Alternatives for Handicapped Students." Major consultant and writer (with Dr. Roger Bruning). A three-part, 90-minute series for preservice and inservice training. Funded and produced by Nebraska Educational Television Council of Higher Education (NETCHE). State and national distribution. 1977.

"Educational Alternatives for Handicapped Students." An instructor's supplement for a 90-minute television series co-authored by Aksamit and Bruning. Published by the Nebraska Educational Television Council of Higher Education. 1977.

"Implications of P.L. 94-142 for the Special Vocational Needs Student." Published in the final report document The Handicapped Learning, Earning, Contributing, a National Training Project for the Development and Implementation of Vocational Teacher Education Programs for Working with the Handicapped. University of Nebraska-Lincoln. Vasa & Meers. December 1978, pp. 40-48.

PERSONAL DATA

Name: Marilyn T. Wilhelms
 Address: 211E Menzlik Hall; University of Nebraska-Lincoln
 Present Position: Education Coordinator, Dean's Mainstreaming Grant

EARNED DEGREES

M.A. Stanford University; School of Education
 Major Area: Educational Psychology

B.A. University of Nebraska-Lincoln; Arts & Sciences
 Major Areas: Psychology/History

PROFESSIONAL EXPERIENCE DIRECTLY RELATED TO EDUCATION OF THE HANDICAPPED

1979 to present: Education Coordinator, Dean's Mainstreaming Grant

1978 Editor, Child Menders (see publications)

1976 - 1978 Coordinator, Ancillary Services; St. Joseph Hospital
 Omaha, NE

1974 - 1978 Director, Educational Therapy Department; St. Joseph
 Hospital

1973 - 1974 Educational Therapist, Adolescent Unit; St. Joseph
 Hospital

1971 - 1973 Information Officer, Division of Special Mental
 Health Programs; National Institute of Mental
 Health, Rockville, MD

1965 - 1971 Writer - Editor, Office of Communications; National
 Institute of Mental Health

1965 Research Assistant to Consultant for School Mental
 Health; National Institute of Mental Health

1961 - 1962 Junior high school teacher-counselor; Long Beach
 Unified School District

1958 - 1960 Junior high school teacher; District #66, Omaha, NE
 and Long Beach Unified School District

PUBLICATIONS

The Child Menders, George H. Weber. Sage Publications, Beverly Hills,
 CA 1979 223 pp. (Editor) An inservice education tool for youth
 care workers in residential settings.